



# NAVAL POSTGRADUATE SCHOOL

MONTEREY, CALIFORNIA

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## MBA PROFESSIONAL REPORT

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**IMET Feasibility Study and Implementation: Maximizing the Graduate  
School of Business and Public Policy Experience for International  
Students at the Naval Postgraduate School**

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**By:           Theodoros Tsamoglou  
               June 2006**

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**IMET FEASIBILITY STUDY AND IMPLEMENTATION: MAXIMIZING THE  
GRADUATE SCHOOL OF BUSINESS AND PUBLIC POLICY EXPERIENCE  
FOR INTERNATIONAL STUDENTS AT THE NAVAL POSTGRADUATE  
SCHOOL**

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Submitted in partial fulfillment of the requirements for the degree of

**MASTER OF BUSINESS ADMINISTRATION**

from the

**NAVAL POSTGRADUATE SCHOOL  
June 2006**

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# **FEASIBILITY STUDY AND IMPLEMENTATION: MAXIMIZING THE GRADUATE SCHOOL OF BUSINESS AND PUBLIC POLICY EXPERIENCE FOR INTERNATIONAL STUDENTS AT THE NAVAL POSTGRADUATE SCHOOL**

## **ABSTRACT**

The purpose of this MBA Project was to assess prior proposals relevant to various problems that GSBPP International Military Students (IMS) experience and how problems could be alleviated, and to identify new needs and problems they face while at NPS, in the areas of academic support and quality of life. The goal of this study was to determine the feasibility of the above recommendations, present ways for implementation of all feasible recommendations, and report on their implementation.

The research includes the conduct of a survey among the current international students at GSBPP. The proceedings of this initiative and pertinent issues for both developing an implementation strategy and facilitating the gathering of critical information IMS need to achieve a more comprehensive understanding were analyzed and discussed.

Some issues explored include opportunities for streamlining the academic support, such as more computer facilities in the library, more access to home-country resources for both news and research, opportunities for improving the quality of life such as the non-saluting issue, parking, accommodations, and more trips with international families, and finally, the possibility of establishing a new faculty briefing/workshop with the intent to help new instructors understand the distinct status of international students, and toward achieving better communication between them at GSBPP. Various implications of this study are considered and subjects for future research are identified. Lessons and methodologies that can be extrapolated from this study are identified and recommendations are proposed to ensure maximization of the learning experience of the international students at GSBPP or NPS as a whole.

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## TABLE OF CONTENTS

|                                                                                  |           |
|----------------------------------------------------------------------------------|-----------|
| <b>EXECUTIVE SUMMARY .....</b>                                                   | <b>1</b>  |
| <b>I. INTRODUCTION.....</b>                                                      | <b>3</b>  |
| <b>A. INTRODUCTION.....</b>                                                      | <b>3</b>  |
| <b>B. BACKGROUND .....</b>                                                       | <b>3</b>  |
| <b>C. PROJECT OBJECTIVES.....</b>                                                | <b>4</b>  |
| <b>D. SCOPE .....</b>                                                            | <b>4</b>  |
| <b>1. Academic Support: .....</b>                                                | <b>5</b>  |
| <i>a. Library .....</i>                                                          | <i>5</i>  |
| <i>b. Students Association .....</i>                                             | <i>5</i>  |
| <i>c. New Faculty Briefing-Workshop.....</i>                                     | <i>5</i>  |
| <b>2. Quality of Life: .....</b>                                                 | <b>5</b>  |
| <i>a. Consideration on Issuing Equivalent US Military Insignia for IMS .....</i> | <i>5</i>  |
| <i>b. Parking at NPS.....</i>                                                    | <i>5</i>  |
| <i>c. International Program Trips .....</i>                                      | <i>5</i>  |
| <i>d. Accommodations .....</i>                                                   | <i>5</i>  |
| <i>e. Spouse Part-time Job .....</i>                                             | <i>5</i>  |
| <i>f. Health Care .....</i>                                                      | <i>5</i>  |
| <i>g. Food.....</i>                                                              | <i>5</i>  |
| <b>E. METHODOLOGY .....</b>                                                      | <b>6</b>  |
| <b>F. ORGANIZATION OF THE STUDY .....</b>                                        | <b>7</b>  |
| <b>G. BENEFITS OF THE PROJECT .....</b>                                          | <b>8</b>  |
| <b>II. OVERVIEW OF GSBPP &amp; REVIEW OF PRIOR RECOMMENDATIONS .....</b>         | <b>9</b>  |
| <b>A. INTRODUCTION.....</b>                                                      | <b>9</b>  |
| <b>B. BACKGROUND .....</b>                                                       | <b>9</b>  |
| <b>1. Resident Graduation Program .....</b>                                      | <b>10</b> |
| <i>a. Logistics Management .....</i>                                             | <i>10</i> |
| <i>b. Acquisition Management.....</i>                                            | <i>10</i> |
| <i>c. Financial Management.....</i>                                              | <i>10</i> |
| <i>d. Defense Management .....</i>                                               | <i>10</i> |
| <i>e. Information Management.....</i>                                            | <i>10</i> |
| <i>f. Manpower Management.....</i>                                               | <i>10</i> |
| <b>2. Distance Learning Program.....</b>                                         | <b>10</b> |
| <i>a. Executive MBA .....</i>                                                    | <i>10</i> |
| <i>b. Acquisition Management.....</i>                                            | <i>10</i> |
| <i>c. Leadership .....</i>                                                       | <i>11</i> |
| <b>C. INTERNATIONAL STUDENTS .....</b>                                           | <b>11</b> |
| <b>1. Population.....</b>                                                        | <b>11</b> |
| <b>2. Sponsors .....</b>                                                         | <b>12</b> |
| <b>3. Student Distributions.....</b>                                             | <b>12</b> |
| <b>4. Specific Curriculums for International Students.....</b>                   | <b>13</b> |

|      |                                                                                   |    |
|------|-----------------------------------------------------------------------------------|----|
| D.   | ACADEMIC SUPPORT FACILITIES .....                                                 | 13 |
| E.   | QUALITY OF LIFE PROGRAMS.....                                                     | 14 |
|      | 1. International Program Trips .....                                              | 14 |
|      | 2. Student Sponsor Program.....                                                   | 15 |
|      | 3. Other Programs .....                                                           | 15 |
| F.   | REVIEW OF PRIOR STUDY'S RECOMMENDATIONS.....                                      | 15 |
|      | 1. Academic Support Issues .....                                                  | 16 |
|      | 2. Quality of Life Issues .....                                                   | 16 |
|      | a. <i>Learning Environment</i> .....                                              | 16 |
|      | b. <i>Living Environment</i> .....                                                | 18 |
| G.   | QUESTIONNAIRE SURVEY .....                                                        | 20 |
|      | 1. Methodology .....                                                              | 21 |
|      | 2. Results of the Survey .....                                                    | 22 |
|      | a. <i>Academic Support Survey</i> .....                                           | 22 |
|      | b. <i>Quality of Life</i> .....                                                   | 26 |
|      | c. <i>Association of International Students of the GSBPP</i> .....                | 30 |
| H.   | ASSESSMENT OF SURVEY FINDINGS.....                                                | 31 |
|      | 1. Academic Support Issues for Implementation .....                               | 31 |
|      | 2. Quality of Life Issues .....                                                   | 31 |
|      | a. <i>Quality of Life Issues for Implementation</i> .....                         | 32 |
|      | b. <i>Quality of Life Issues for Information Purposes</i> .....                   | 32 |
|      | 3. New Faculty Workshop Investigation.....                                        | 32 |
|      | 4. Low Interest Matters-No Implementation.....                                    | 33 |
| III. | IMPLEMENTATION OF KEY FINDINGS.....                                               | 35 |
| A.   | INTRODUCTION.....                                                                 | 35 |
| B.   | ACADEMIC SUPPORT AREA .....                                                       | 35 |
|      | 1. Present Library Services/Advances to International Students.....               | 36 |
|      | a. <i>Library Tours/Orientations</i> .....                                        | 36 |
|      | b. <i>Instruction, External</i> .....                                             | 36 |
|      | c. <i>Instruction Style</i> .....                                                 | 37 |
|      | d. <i>Direct Outreach</i> .....                                                   | 37 |
|      | e. <i>Communication Options with Library Research Assistance Librarians</i> ..... | 37 |
|      | f. <i>International Keyboarding</i> .....                                         | 37 |
|      | 2. Academic Support Issues for Implementation .....                               | 38 |
|      | a. <i>More Computer Facilities in the Library</i> .....                           | 38 |
|      | b. <i>More Access to Home-Country Resources for Both News and Research</i> .....  | 40 |
|      | c. <i>Need for a Manual/Guide to Library Resources</i> .....                      | 42 |
|      | d. <i>Need to Have Materials in Different Countries' Languages</i> .....          | 43 |
|      | e. <i>Study Rooms 24 Hours a Day in the Library or Ingersoll</i> ....             | 45 |
|      | f. <i>For Expanded Outreach</i> .....                                             | 45 |
| C.   | QUALITY OF LIFE ISSUES FOR IMPLEMENTATION.....                                    | 46 |
|      | 1. Parking Problem .....                                                          | 46 |

|     |                                                                                                    |           |
|-----|----------------------------------------------------------------------------------------------------|-----------|
|     | <i>a. Meetings .....</i>                                                                           | <i>46</i> |
|     | <i>b. Results.....</i>                                                                             | <i>50</i> |
| 2.  | <b>Non-Saluting Issue .....</b>                                                                    | <b>50</b> |
|     | <i>a. Meetings .....</i>                                                                           | <i>50</i> |
|     | <i>b. Results.....</i>                                                                             | <i>52</i> |
| 3.  | <b>Equal Treatment in Accommodations .....</b>                                                     | <b>53</b> |
|     | <i>a. Interview with IPO Representative.....</i>                                                   | <i>53</i> |
|     | <i>b. Results.....</i>                                                                             | <i>55</i> |
| 4.  | <b>More Trips with International Families .....</b>                                                | <b>55</b> |
|     | <i>a. Interview with the IPO Representative.....</i>                                               | <i>55</i> |
|     | <i>b. Results.....</i>                                                                             | <i>56</i> |
| D.  | <b>QUALITY OF LIFE ISSUES FOR INFORMATION .....</b>                                                | <b>56</b> |
| 1.  | <b>Food.....</b>                                                                                   | <b>56</b> |
| 2.  | <b>Spouse Employment.....</b>                                                                      | <b>57</b> |
| 3.  | <b>Health Care.....</b>                                                                            | <b>58</b> |
| 4.  | <b>High Expense at NPS.....</b>                                                                    | <b>59</b> |
| E.  | <b>NEW FACULTY BRIEFING WORKSHOP .....</b>                                                         | <b>61</b> |
| 1.  | <b>Students' Perspective Issues.....</b>                                                           | <b>62</b> |
|     | <i>a. Overloading .....</i>                                                                        | <i>62</i> |
|     | <i>b. Grade .....</i>                                                                              | <i>62</i> |
|     | <i>c. Thesis Process .....</i>                                                                     | <i>62</i> |
|     | <i>d. Delivery of Course Content.....</i>                                                          | <i>63</i> |
|     | <i>e. Course Content.....</i>                                                                      | <i>63</i> |
|     | <i>f. March and September Breaks Should Be a Week Each<br/>Instead of the Current Weekend.....</i> | <i>63</i> |
|     | <i>g. Participation .....</i>                                                                      | <i>63</i> |
| 2.  | <b>Faculty's Perspective Issues .....</b>                                                          | <b>64</b> |
|     | <i>a. Interview with GSBPP Faculty Member #1.....</i>                                              | <i>64</i> |
|     | <i>b. Interview with GSBPP Faculty Member #2.....</i>                                              | <i>65</i> |
| 3.  | <b>Conclusion .....</b>                                                                            | <b>66</b> |
| IV. | <b>CONCLUSION .....</b>                                                                            | <b>67</b> |
| A.  | <b>ISSUES AFFECTING GSBPP INTERNATIONAL STUDENTS.....</b>                                          | <b>67</b> |
| 1.  | <b>Academic Support Issues .....</b>                                                               | <b>67</b> |
| 2.  | <b>Quality of Life Issues .....</b>                                                                | <b>68</b> |
|     | <i>a. Quality of Life Issues for Implementation .....</i>                                          | <i>68</i> |
|     | <i>b. Quality of Life Issues for Information Purposes.....</i>                                     | <i>68</i> |
| B.  | <b>IMPLEMENTATION OF KEY FINDINGS.....</b>                                                         | <b>68</b> |
| 1.  | <b>Academic Support Area .....</b>                                                                 | <b>68</b> |
|     | <i>a. Present Library Services/Advances to International<br/>Students .....</i>                    | <i>68</i> |
|     | <i>b. Academic Support Issues for Implementation.....</i>                                          | <i>69</i> |
| 2.  | <b>Quality of Life Issues .....</b>                                                                | <b>70</b> |
|     | <i>a. Parking Problem .....</i>                                                                    | <i>70</i> |
|     | <i>b. Non-Saluting Issue .....</i>                                                                 | <i>71</i> |
|     | <i>c. Equal Treatment in Accommodations.....</i>                                                   | <i>71</i> |

|             |                                                                   |    |
|-------------|-------------------------------------------------------------------|----|
| d.          | <i>More Trips with International Families</i> .....               | 72 |
| 3.          | Quality of Life Issues for Information Purposes.....              | 72 |
| C.          | RECOMMENDATIONS.....                                              | 72 |
| D.          | LIMITATIONS AND FUTURE RESEARCH.....                              | 74 |
| APPENDIX A. | GLOSSARY.....                                                     | 77 |
| APPENDIX B. | INTERVIEW QUESTIONS FOR GSBPP IMS.....                            | 79 |
| APPENDIX C. | INTERVIEW QUESTIONS FOR IPO REPRESENTATIVE .....                  | 81 |
| APPENDIX D. | INTERVIEW QUESTIONS FOR LIBRARY<br>REPRESENTATIVE .....           | 83 |
| APPENDIX E. | INTERVIEW QUESTIONS FOR PARKING COMMITTEE<br>REPRESENTATIVES..... | 85 |
| APPENDIX F. | SALARY TABLES 2006 .....                                          | 87 |
| APPENDIX G. | NPS PARKING LOT IDENTIFICATION MAP .....                          | 91 |
|             | LIST OF REFERENCES .....                                          | 93 |
|             | INITIAL DISTRIBUTION LIST .....                                   | 95 |

## LIST OF TABLES

|          |                                                                  |    |
|----------|------------------------------------------------------------------|----|
| Table 1. | Outline of International Students at GSBPP as of March 2006..... | 11 |
| Table 2. | Distribution of Students by Curriculum, Service and Rank .....   | 13 |
| Table 3. | The regional distribution of participants.....                   | 21 |

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

AA – Academic Advisor

AACSB - American Association of Collegiate Schools of Business

APC – Academic Profile Code

BOQ – Bachelor Officer Quarters

CT – Counter Terrorism

DLI – Defense Language Institute

DoD – Department of Defense

DoN – Department of the Navy

FMS – Foreign Military Sales

GSBPP – Graduate School of Business and Public Policy

IMET – International Military Education and Training

IMS – International Military Student

IPO – International Program Office

ITO – Invitational Travel Order

MBA – Master of Business and Administration

MOD – Ministry of Defense

MWR – Morale Welfare and Recreation

NASPAA - National Association of Schools of Public Affairs and Administration

NETSAFA - Naval Education & Training Security Assistance Field Activity

NPS – Naval Postgraduate School

TOEFL –Test of English as a Foreign Language

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## **ACKNOWLEDGMENTS**

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Additionally, I would like to thank the faculty members at GSBPP and all the personnel of the Dudley Knox Library, the IPO, MWR, and Public Works who gave of their time and energy in developing this work. In particular I would like to acknowledge Irene Berry, Research Assistance Librarian and Cindy Graham, Assistant Director/IMSO for their time and expert guidance in an effort to improve the library facilities support and IMS quality of life, respectively.

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## **EXECUTIVE SUMMARY**

The US government, in its efforts to promote a safer, free and democratic environment around the world, provides graduate education to its allies and friends.

In 2005, IMET research investigated the problems and benefits GSBPP International Military Students (IMS) experience while at NPS, and how problems could be alleviated. The purpose of this MBA Project is twofold: (1) to assess prior proposals relevant to various problems that GSBPP International Military Students (IMS) experience and identify new needs and problems they face while at NPS, in the areas of academic support and quality of life; (2) to determine the feasibility of the above recommendations, present ways for implementation of all feasible recommendations, and report on their implementation.

For the purposes of this study a survey was conducted among current international students at the GSBPP. A total of 20 IMS responded to this survey, out of a possible 55 students from 18 countries who attend MBA classes.

Some issues that were addressed for implementation purposes include the need for more computer facilities in the library, more access to home-country resources for news and research, the non-saluting issue, parking, and accommodations. Some other issues that were addressed for information purposes include the areas of food, spouse employment, health care and high expense. Finally, the establishment of a new faculty briefing/workshop with the intent to help new instructors understand the distinct status of international students was investigated.

The author suggests that a new faculty briefing/workshop should be established, an international student representative could be appointed to the Library Advisory Council, and the IPO should fund and organize more trips for IMS to include family members. Other proposals include that the International Committee should enrich the existing welcome package for the IMS and create a website opened for comments or any other useful information for IMS of each country, and that the IPO should provide new IMS with the equivalent US rank insignia upon their arrival to NPS.

For future research the author suggests that a feasibility and implementation study should be conducted covering the problem areas of administration and academics that GSBPP IMS experience while at NPS, and that in-depth and long-term research be conducted with IMS throughout NPS.

The ultimate goal of this study is to maximize the GSBPP experience for the IMS with respect to the unique needs and additional challenges they may face while attending NPS. It is in the interest of both IMS and the host institution NPS to ensure that these students achieve success in their studies.

## **I. INTRODUCTION**

### **A. INTRODUCTION**

The Naval Postgraduate School is an academic institution that provides relevant and unique advanced education and research programs that increase the combat effectiveness of United States and Allied armed forces.

The Graduate School of Business & Public Policy (GSBPP) at the US Naval Postgraduate School is responsible for academic programs designed to educate the next generation of US and International Officers in a variety of functional management specialties. About 300 resident students are enrolled in various Master's degree curricula at any point in time, 18-20 percent of whom are students from over 153 countries other than the United States. Throughout the years, the school has conducted many research projects aimed at satisfying the needs of its students and advancing the mission of graduate education.

Due to their diverse native languages, cultures, and living patterns, as well as dissimilar learning environments, international students experience different problems and needs than local students while studying in numerous academic institutions. Thus, an effort charged with maximizing the experience of International Military Students while attending NPS is challenging, and should take into consideration many aspects of their life in a foreign country.

### **B. BACKGROUND**

In 2005, IMET research investigated the problems and benefits that GSBPP International Military Students (IMS) experience, and how problems could be alleviated. That research found opportunities to assist IMS in four areas: administration, academics, academic support, and quality of life.

This Project has proceeded at the request of Professor Zolin, along with Professor Jones, and is the second part of the aforementioned research, being based upon its findings.

The intent of this Project is to assist GSBPP international students at NPS by addressing some issues of critical importance to them, as well as for their families who accompany them.

This MBA Project focuses on implementing the recommendations made by the International Students in the 2005 IMET research, in two of the four areas involved: Academic Support Facilities and the quality of life issues.

Obviously, it is not possible to implement all of those proposals without further consideration and feasibility study.

### **C. PROJECT OBJECTIVES**

This study focuses on the current International Students at the Graduate School of Business and Public Policy. The objectives of this project include the following:

- To assess the proposals made in the 2005 study and identify new needs of international students within the areas of Academic Support and Quality of Life, along with the administrative personnel, faculty, current international students, and all qualified persons involved in this study.
- To determine which of those suggestions regarding the two areas mentioned above are feasible to implement, and to identify ways to implement them, aiming at facilitating the academic support to meet the requirements of current international students, and to improve the quality of their lives.
- To report on the implementations of those recommendations by working with others, or at least to initiate the implementation when existing constraints such as time, budget, programs or capabilities and willingness of personnel exist.
- To provide solutions or recommendations for future research or use, keeping in mind that the ultimate goal of this study is to maximize the GSBPP experience for International students while attending NPS.

### **D. SCOPE**

In an effort to alleviate some of the problems IMS of the GSBPP encounter while at NPS, which were identified by the 2005 research in the GSBPP, this project considers:

(1) how to facilitate the academic support to meet the needs of IMS, and (2) how to improve the quality of life for IMS in living, learning, social activity, and entertainment. More specifically, the study focuses on the following categories:

**1. Academic Support:**

***a. Library***

- More computer facilities
- Greater access to home-country resources for both news and research
- More international materials, in the home countries' languages
- A manual for using all resources

***b. Students Association***

***c. New Faculty Briefing-Workshop***

**2. Quality of Life:**

***a. Consideration on Issuing Equivalent US Military Insignia for IMS***

***b. Parking at NPS***

***c. International Program Trips***

***d. Accommodations***

***e. Spouse Part-time Job***

***f. Health Care***

***g. Food***

It will not cover the other two problem areas that GSBPP IMS experience from the time they are notified of their assignment to NPS, and while in NPS, which are:

1. Administration
2. Academics

This project, with the above-described scope, aims at considering which of the recommendations of the prior study, or new ones that might come up during this study, are feasible and whether to initiate the implementation of them or to implement them fully, in collaboration with the qualified persons.

It is limited to GSBPP international students who were enrolled between January 2006 and June 2006, and does not cover policy issues of GSBPP, NPS or the US Government.

The intention of this study is neither to restructure the curriculums nor to address the administrative policy of GSBPP, NPS or the US Government.

## **E. METHODOLOGY**

In order to collect necessary data and identify ways to enable the author reach to the objectives as stated before, the following steps were used:

1. A survey was conducted among the current international students of the GSBPP with the intent to evaluate prior proposals or to identify if they should be modified, to what extent to address identified problems, and to reveal new needs and issues.

2. Many meetings and interviews were held in the presence of MBA faculty, the Director and other personnel of the Library, the Associate Military Dean of students and representatives of various agencies such as IPO and Public Works, and were focused on promoting the assistance to IMS while at NPS.

3. A background literature review and assessment of the findings of the 2005 research was completed in conjunction with the analysis of the results of the current survey.

4. Concrete recommendations based on the prior conclusions were made and ways sought to implement the feasible suggestions, promoting, in this way, the maximization of IMS experience while attending NPS.

5. Finally, the author accomplished some of the suggested objectives by working on relevant identified problematic areas, or initiated the implementation of the feasible proposals in collaboration with qualified persons. In cases where the aforementioned constraints prevented complete implementation of the proposed recommendations, other people were allowed to carry implementation through until the end, in accordance with plans and future steps that were previously agreed upon.



## **F. ORGANIZATION OF THE STUDY**

The study is organized into four chapters.

Chapter I is the introduction. It provides a background and outlines the research settings and the initiatives targeted in the implementation of feasible suggestions. It specifies the objectives of the Project and describes the scope of the study, methodology employed, and organization of the study, as well as the benefits of the project.

Chapter II describes briefly the situation in the GSBPP and provides information about its international student population and learning facilities, as well as programs offered to enhance their quality of life while at NPS. In addition, this chapter reports the recommendations of the prior study regarding the areas of Academic Support and Quality of Life. Furthermore, it explores the results of a questionnaire survey conducted among current international students of the GSBPP, to evaluate whether those problems still exist or to uncover new needs and problems. Moreover, a potential Association of international students for the GSBPP has been investigated, through the aforementioned survey.

Chapter III provides a detailed description of the various meetings and interviews conducted, showing the analysis of data collected, and reports the advances that have been made so far on the same problematic areas. Additionally, this chapter reports all the actions taken for the implementation of feasible suggestions and the results of this effort. Furthermore, the possibilities of a new faculty-briefing workshop have been investigated, with the intent to address various academic problems international students face everyday at the GSBPP.

Chapter IV summarizes the results of this study. It documents which of the objects have been attained, which have been postponed for the near future and which have been cancelled due to existing limitations and constraints. It also outlines the recommendations for the accomplishment of the rest of the objectives, in accordance with the plans previously agreed-upon with qualified persons. Eventually, the implications of this study and the subjects for future research are documented.

## **G. BENEFITS OF THE PROJECT**

The outcomes and findings of this project could be a substantial contribution to enhancing the Academic Support Facilities for the GSBPP International Military Students, improving their quality of life and making NPS a worthwhile experience for them.

The benefits of this study include:

1. An accurate evaluation of the prior proposals from the 2005 study, and determining new needs and problems of the international students, along with the administration personnel and faculty, of the GSBPP.
2. Determination of the feasibility of the above recommendations and presentation of ways for a follow-up implementation of all feasible recommendations.
3. Accomplishment of some of the aforementioned objects, or initial implementation of the rest of the feasible suggestions for the near future--when existing constraints do not allow complete implementation--by working with others according to prior-agreed plans.
4. Determination of the implications of this study along with subjects for future research, and recommendations for enhancing the learning experience of the international students of the GSBPP or NPS as a whole.

## **II. OVERVIEW OF GSBPP & REVIEW OF PRIOR RECOMMENDATIONS**

### **A. INTRODUCTION**

This chapter reports the background of the situation, and the recommendations of the prior study completed by international students in 2005, on the problematic areas of Academic Support and Quality of Life issues. In addition, this chapter explores the results of a survey conducted among the current population of international students in the GSBPP, to evaluate whether those problems still exist, as well as to investigate new needs and problems that might be uncovered by this survey.

### **B. BACKGROUND**

The Naval Postgraduate School offers graduate programs<sup>1</sup>, both on- and off-campus, through its four graduate schools: The Graduate School of Business & Public Policy, the Graduate School of Engineering & Applied Sciences, the Graduate School of Operational & Information Sciences and the School of International Graduate Studies.

The Graduate School of Business & Public Policy is responsible for academic programs designed to educate US Officers and DoD civilian employees in a variety of functional management specialties, many of which focus on a range of business and management subjects of specific relevance to DoN and the wider Defense community<sup>2</sup>.

The GSBPP and its graduate programs have achieved the distinction of being one of only two institutions in the country earning dual accreditation by **AACSB**<sup>3</sup>--The Association to Advance Collegiate Schools of Business, and **NASPAA**<sup>4</sup>--the National Association of Schools of Public Affairs and Administration.

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1 Schools, Departments and Interdisciplinary Programs. Retrieved from <http://www.nps.edu/Academics/index.html> on February 28, 2006.

2 GSBPP Overview: Retrieved from <http://www.nps.navy.mil/gsbpp/overview.htm> on February 28, 2006.

3 GSBPP Programs: Retrieved from <http://www.nps.navy.mil/gsbpp/programs.htm> on February 28, 2006.

4 Ibid.

It offers<sup>5</sup> resident graduate programs and non-resident graduate programs using on-site instructions or the latest VTE technology. The degree programs, with their related curricula offered currently by GSBPP<sup>6</sup>, fall into the following broad areas:

**1. Resident Graduation Program**

***a. Logistics Management***

- 814 Transportation Management MBA
- 819 Supply Management MBA
- 827 Material Logistics Support MBA

***b. Acquisition Management***

- 815 Acquisition and Contract Management MBA
- 816 Systems Acquisition Management MBA

***c. Financial Management***

- 817 Defense Systems Analysis MBA
- 837 Financial Management MBA

***d. Defense Management***

- 818 Defense Systems Management – International MBA
- 820 Resource Planning and Management for International Defense MBA

***e. Information Management***

- 870 Information Systems Management MBA

***f. Manpower Management***

- 847 Manpower Systems Analysis MBA/MSM

**2. Distance Learning Program**

***a. Executive MBA***

- 805 Executive Master of Business Administration EMBA

***b. Acquisition Management***

- 835 Contract Management MS-PM

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<sup>5</sup> GSBPP Programs. Retrieved from <http://www.nps.navy.mil/gsbpp/programs.htm> on February 28, 2006.

<sup>6</sup> GSBPP Curricula. Retrieved from <http://www.nps.navy.mil/gsbpp/curriculum.htm> on March 2, 2006.

- 836 Program Management MS-PM
- 211 Advanced Acquisition Program (Certificate)

*c. Leadership*

- 856 Leadership and Educational Development MS-LHRD

## C. INTERNATIONAL STUDENTS

### 1. Population

According to the International Program Office (IPO) at NPS, the international student body consists of 272 officers from 53 countries<sup>7</sup>. Of this number 55 international students, representing 18 countries, are currently enrolled in the GSBPP. They make up 18 percent of the 311 total students attending the GSBPP. The following figure illustrates the International Students at the GSBPP as of March 2006.

Table 1. Outline of International Students at GSBPP as of March 2006

| <b>Region</b> | <b>Country</b> | <b>No of Students</b> | <b>Ratio (%)</b> |
|---------------|----------------|-----------------------|------------------|
| Europe        | Czech Republic | 3                     | 5%               |
|               | Germany        | 3                     | 5%               |
|               | Greece         | 12                    | 22%              |
|               | Lithuania      | 2                     | 4%               |
|               | Norway         | 1                     | 2%               |
|               | Poland         | 5                     | 10%              |
|               | Romania        | 1                     | 2%               |
|               | Ukraine        | 2                     | 4%               |
|               | Colombia       | 1                     | 2%               |
| N & S America |                |                       |                  |
| Asia          | Bangladesh     | 1                     | 2%               |
|               | Indonesia      | 1                     | 2%               |
|               | Japan          | 2                     | 4%               |
|               | Korea          | 2                     | 4%               |
|               | Saudi Arabia   | 1                     | 2%               |
|               | Singapore      | 2                     | 4%               |
|               | Taiwan         | 3                     | 5%               |
|               | Turkey         | 12                    | 22%              |
| Australia     | Australia      | 1                     | 2%               |
| <b>Total</b>  | <b>18</b>      | <b>55</b>             |                  |

Source: GSBPP Office of Instruction dated 25 Mar 2006

<sup>7</sup> Data from International Program Office as of March 17, 2006.

## 2. Sponsors

As it has been broadly analyzed in the prior study<sup>8</sup>, the three sponsorship programs under which international students come to NPS include: The IMET program, the Foreign Military Sales (FMS) program and the Counter Terrorism (CT) program.

In the IMET<sup>9</sup> program and the Counter Terrorism (CT) program, the US Government pays for travel to and from Monterey, tuition, book allowance, rental accommodation, living allowance and medical benefits. In the FMS<sup>10</sup> program, the students' governments pay for their tuition, book allowance, rental accommodation, living allowance and travel to and from America.

## 3. Student Distributions

There are 16 curriculums offered by GSBPP to students in the Graduate Degree Programs. International students are currently enrolled in eight of these curriculums.

The international student body consists of 55<sup>11</sup> students, both officers of all the uniformed services and civilians, from 16 countries, and a small number of civilian employees. Specifically, 96% of GSBPP international students are military (53), while 4% are civilians (2). Seven percent of those military attending have the rank of

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<sup>8</sup> John Porti et. al, A study of issues affecting international students in the GSBPP in NPS, NPS Thesis, June 2005.

<sup>9</sup> **IMET program:** "Contrary to popular usage, the acronym IMET does not refer to the entire U.S. foreign military training program. IMET, along with Foreign Military Sales, the Professional Military Exchange (PME) program and Unit Exchange, comprise the U.S. Security Assistance Training Program (SATP). More specifically, IMET is a grant program established by Congress as part of the Arms Export Control Act of 1976. IMET grants enable foreign military personnel from countries that are financially incapable of paying for training under the Foreign Assistance Act to take courses from the 2000 offered annually at approximately 150 [U.S. military schools](#) across the country, receive observer or on-the-job training, and/or receive orientation tours. Finally, the Coast Guard offers IMET recipients the opportunity to learn maritime-related skills". Retrieved from <http://www.fas.org/asmp/campaigns/training/IMET2.html> on March 08, 2006.

<sup>10</sup> **FMS program:** "The Foreign Military Sales (FMS) program is the U.S. Government's program for transferring defense articles, services, and training to other sovereign nations and international organizations. Under FMS, the U.S. government procures defense articles and services on behalf of the foreign customer. Countries approved to participate in this program may obtain defense articles and services by paying with their own national funds or with funds provided through U.S. government-sponsored assistance programs. In certain cases, defense articles, services and training may be obtained on a grant basis. The Defense Security Cooperation Agency (DSCA) administers the FMS program for the Department of Defense (DoD). Retrieved from [www.dsca.mil/PressReleases/fmsadvantagev2.pdf](http://www.dsca.mil/PressReleases/fmsadvantagev2.pdf) on March 08, 2006.

<sup>11</sup> Source: GSBPP Office of Instruction dated March 25, 2006.

Lieutenant Colonel or equivalent, and 93% percent are of lower rank. The highest percentage of military students are Army officers (42%), while 32% are Navy Officers and the rest (26%) are Air Force officers, with the exception of the civilians. The following table illustrates the distribution of students by curriculum, service and rank.

Table 2. Distribution of Students by Curriculum, Service and Rank

| By Curriculum |          |         | By Services |          |         |
|---------------|----------|---------|-------------|----------|---------|
| Curriculum    | Students | Ratio % | Service     | Students | Ratio % |
| 815           | 10       | 20%     | Army        | 22       | 42%     |
| 816           | 7        | 13%     | Navy        | 17       | 32%     |
| 818           | 7        | 13%     | Air Force   | 14       | 26%     |
| 819           | 2        | 4%      | Civilian    | 2        | 4%      |
| 820           | 9        | 20%     |             |          |         |
|               |          |         | By Rank     |          |         |
| 827           | 2        | 4%      | Rank        | Students | Ratio % |
| 837           | 5        | 9%      | Lt.Col/CDR  | 4        | 7%      |
| 847           | 11       | 20%     | Major       | 13       | 25%     |
| 870           | 2        | 4%      | Captain/LT  | 21       | 40%     |
|               |          |         | Lt/ LTJG    | 15       | 28%     |

Source: GSBPP Office of Instruction dated 25 Mar 2006

#### 4. Specific Curriculums for International Students

As analyzed in detail in the prior study<sup>12</sup>, of all the aforementioned curricula<sup>13</sup>, there are two that are only offered to international students. All others are offered to both US and international students. Curricula 818 and 820 are more flexible and designed specifically to meet the needs of international officers. From the students' distribution (Table 2), it should be noted that 11 student (representing 33% of the international students body) are taking these curricula.

#### D. ACADEMIC SUPPORT FACILITIES

GSBPP provides a variety of facilities to it's more than 300 students in order to assist them in their learning effort. This support includes: two computer labs with over 50

<sup>12</sup> Porti et. al.

<sup>13</sup> Source: GSBPP Office of instruction dated March 25, 2006.

workstations available to students around the clock, printing and photocopying facilities, phone lines, a coffee break room, briefing rooms and after-hour classroom access.

In addition to GSBPP support, students also have access to all support facilities and services of the Knox Library. The library's current support includes: 52 Workstations, 14 loanable laptops, photocopiers, printers, study desks, group-study rooms, research help desk, and classes of how students can help themselves in their research needs. There are also English-language dictionaries and myriads of books and journals that are shared among the body of students upon their request through the circulation desk, from 0700 to 2200 hours on working days and eight hours a day during weekends.

Another available service, as described in the 2005 study, is the Information and Technology Assistance Center (ITAC). This desk assists students in configuration of their laptops, and provides software, Internet access and many other services to meet their needs.

The bookshop at the NEX also provides books to students--pursuant to each international student's program of sponsorship--at no cost.

Needless to say, for each curriculum there is a curriculum advisor available to students for advice on courses, schedules and other concerns related to their studies at the GSBPP.

## **E. QUALITY OF LIFE PROGRAMS**

There are two quality of life programs that have been previously analyzed<sup>14</sup>, coordinated by the IPO, and designed to satisfy the needs of International Students and their families: The International Program Trips and the student sponsor program.

### **1. International Program Trips**

The IPO organizes a number of trips for international students and their families to interesting places within California. The expenses for these trips are paid by the IPO and provide an opportunity for IMS to become acquainted with US culture and life.

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<sup>14</sup> Porti et al.



Additionally, all NPS international students are given the opportunity to visit Washington DC for a week. These trips are organized twice a year and the expenses are fully funded by the IPO. Family expenses are the responsibility of the individual student.

## **2. Student Sponsor Program**

This program also is coordinated by IPO for all IMS. Throughout this program, each of the international students and their families are assigned an American student as sponsor. This sponsor has the task of helping the internationals with their first few days in Monterey.

## **3. Other Programs**

The Military Welfare and Recreation (MWR) office at NPS also offers trips to interesting places within California at a discount for both American and international students and their families throughout the year.

Another program coordinated by the IPO is free English classes to IMS spouses, as well as scholarships for those who are interested in getting an undergraduate or postgraduate degree. The International Program Office also oversees the international committee that is elected by international students in order to assist them in many aspects of their lives. The committee operates a furniture locker, which assists students with furniture for their residences for a small fee, and organizes many activities that promote cross-cultural relationships between countries.

Other facilities available to international students and their families include: gymnasiums, sports grounds, Defense Language Institute (DLI) medical clinic, Navy Exchange shop, on-base restaurants and bar, and the Fort Ord commissary.

## **F. REVIEW OF PRIOR STUDY'S RECOMMENDATIONS**

According to the findings of the research accomplished by IMS<sup>15</sup> in 2005, the issues that affect international students in the areas of Academic Support and Quality of life at GSBPP, as well as the recommendations made, included the following:

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<sup>15</sup> Porti et al.

## **1. Academic Support Issues**

Between 93% and 97% of the student body was satisfied with the facilities and services provided by the school in the classrooms and computers laboratories of Ingersoll Hall which (the building that houses the GSBPP).

Regarding the facilities and services provided to both international and US students by the Library, although they were rated as being excellent, the following suggestions were made for improvements in specific areas:

- More computer facilities in the library
- More access to home-country resources for both news and research
- Need to have materials in different languages, such as Greek, Mandarin, Chinese, etc.
- Need for a Library manual/guide for its resources

All of the above recommendations are considered logical, and are accompanied by rational explanations that are stated in the 2005 study.

## **2. Quality of Life Issues**

The results of the research conducted in 2005 indicated that the learning environment, followed by the living environment and social activity, were the areas in which participants would like to see specific improvement, either in Monterey in general or NPS in particular.

### ***a. Learning Environment***

Pursuant to the findings of the 2005 study, most IMS respondents described the learning environment as a “new experience for them”, a “good place for learning”, or a “benefit in the future”. However, many IMS expressed the hope of changing some regulations and procedures in order to achieve a higher level of fulfillment in the learning environment. The following are some factors that IMS would like to improve in this direction:

One major issue for IMS in NPS was the parking problem, which ranked first among all issues affecting their life and about which was expressed the strong desire for improvement.

Historically, parking has been a significant issue in NPS, not only for international students but for all personnel at the school. Taking into account that almost every IMS, not to mention local students, own cars, and the fact that there are limited parking spaces, it is difficult and sometimes impossible for IMS to locate spaces for their vehicles during prime parking times. It is an everyday phenomenon to see vehicles parked on the lawns on weekdays due to the lack of parking space. Moreover, there is limited nearby parking outside the campus and no shuttle bus commuting between school and downtown Monterey. Overall, the parking issue not only affected IMS' mood in learning, but also worsened their quality of life, resulting in stress and frustration. On this issue, IMS in their prior MBA Project suggested that the issue of Parking at NPS be critically analyzed because of the negative effect it has on IMS' learning experiences.

Another issue that had been identified in the previous study as relating to the learning environment in a negative manner was the Dress Uniform on campus.

IMS felt uncomfortable in dress uniform on campus, both while attending classes and studying. Lower-ranking IMS usually gave salutes to the higher ranks of local students, but often did not receive the same respect in return from lower-ranking local students. This may be explained in that IMS are aware of the U.S. military rank system, but local students often do not recognize the rank insignia of other countries.

This fact requires attention because it could be considered a sign of disrespect in the military. It must not be forgotten that military students are officers first and students second in such an institution as NPS.

The suggestion regarding the unfamiliarity with IMS ranks by US students and faculty, and the non-saluting of senior-ranking IMS by junior officers on uniform days, was that IMS should be issued with equivalent US military rank insignia for display on their uniform collars, and that they themselves should be fully briefed on rank insignia of the US military.

Another negative factor affecting IMS' learning experience is that they take the same number of credits as the local students in the same curriculums,

notwithstanding that they had to spend more time comprehending the course contents, doing the assignments, and searching for information in a language that may be their second or third.

Taking into account the preparations that most IMS have to make for returning to their home countries, the policy of the thesis process lasting until the last minute for gaining approval, the classes, and a myriad of other problems seem to affect the life of IMS in a quite negative way. Additionally, in those classes where grammar and precise word usage are one of the important considerations in grading examinations or assignments, IMS are at a disadvantage.

In order for the delivery of courses to be improved, international students in the previous study suggested<sup>16</sup> the use of handouts, guest lectures, class discussions, slides, visual aids/movies, role playing, field trips, etc. to assist IMS in comprehension.

Despite the fact that the aforementioned concerns are also of high importance in the learning environment for current international students, this study will not go through these matters analytically, with the exception of the Parking and the Non-Saluting issues, because they apply to Academics, which is an area that is outside the scope of this study. However, the purpose of the above description is to facilitate the progress of this study and signal the formation of a faculty workshop.

#### ***b. Living Environment***

As broadly analyzed in the previous study<sup>17</sup>, the majority of the students, although happy to be in Monterey and liking the weather and the scenery close to the ocean, had some concerns.

More specifically, the major negative responses regarding the living environment encompassed subjects such as: “Accommodations”, “High Expense”, “Food”, “Spouse Part-time Job”, and “Health Care”.

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<sup>16</sup> Porti et al.

<sup>17</sup> Ibid.

In accordance with the findings of the prior study<sup>18</sup>, the majority of international students lived in the military housing complexes of La Mesa Village<sup>19</sup> and Fort Ord. Due to many reasons that have already been analyzed, international students encountered more difficulties than local students in securing accommodations from the period of pre-arrival until their settling in Monterey, and in particular those who came with their families and did not have sufficient proficiency in English.

The International Program Office (IPO) coordinates with the military housing office to assist IMS in dealing with their housing problems. As mentioned by some respondents, they would like to experience equal treatment at housing and services. The prior research highlighted that a higher proportion of European IMS felt dissatisfaction with the perceived negative attitude of administration (IPO, Housing) regarding their accommodation issues. In particular, European IMS felt they did not receive sufficient information from IPO about accommodations before coming to NPS and after arriving at NPS, in comparison with Asian IMS who felt they did. In addition, IPO gave more assistance to Asian IMS than to European IMS in dealing with accommodation problems.

As it was stated, although the International Program Office does a lot of work, more support or assistance would be beneficial in helping international students with the check-in process, accommodations, and other concerns they might have.

Spousal Employment was another issue related to the living environment, about which IMS expressed a negative attitude and would like to see improved in Monterey or at NPS. It was and still is difficult for IMS' spouses to find part-time jobs in Monterey because they are not eligible to obtain social security numbers, and residents do not hire foreigners. This issue will be further investigated to see if there is any legal way for spouses to work.

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<sup>18</sup> Porti et al.

<sup>19</sup> La Mesa Village: The military family housing area at La Mesa Village, consisting of 299 acres, is located 1 mile south of the main campus. There are a total of 589 duplex and townhouse family housing units located in La Mesa Village (54 two-bedroom units, 453 three-bedroom units, and 82 four-bedroom units). Retrieved from <http://intranet.nps.navy.mil/PublicWorks/FacilityPlan/NPSRSIPFeb2003.pdf> on May 28, 2006.

Another issue that increased the level of dissatisfaction of IMS in terms of their quality of life was the high expense in Monterey. Living in Monterey is very expensive, as reflected in the prices of housing, food, and entertainment; there is general agreement on this. The expense is universal to all residents.

The variable food customs and preferences of the IMS coming from countries from all over the world were also emphasized as a concern. Although there are numerous international restaurants and supermarkets in Monterey, they cannot possibly satisfy the needs of every IMS. However, no recommendations were made on the above two issues.

Another factor of negative response was the US Health Care System. The problem is that the US health care system is different from other countries' systems and physicians are very expensive for IMS. Suffering the most were those international students for whom, due to bilateral agreements between US and their countries, health insurance did not cover care in the United States—especially for their family members. For the two aforementioned concerns, IMS did not make any recommendations.

All the above problems that international students face while at NPS are presented thoroughly in the prior study and considered to be logical. In an effort to improve the quality of life for the international students during their period of NPS attendance, ways will be sought for alleviating these problems. However, the recommendations do not cover all the aforementioned problem areas.

## **G. QUESTIONNAIRE SURVEY**

In order to meet the objectives of this study, it was necessary to collect representative data and gather data analysis. With the intent to determine whether the aforementioned problematic areas are still in effect, investigate new needs and problems that affect the current population of international students at GSBPP in a negative way, and for assessing the proposals of the prior study, the author conducted a questionnaire survey. The methodology used and the results coming out of this survey are described as follows:

## 1. Methodology

Several GSBPP international students were personally interviewed for this survey, and a questionnaire was distributed electronically. This survey methodology was designed to include all currently enrolled international students of the GSBPP, both the new students (those who were assigned in January 2006) and continuing students.

The population of this survey is depicted in Table 3. Participants included 55 international students from 18 countries who attend MBA classes. By the end of this survey the number of respondent students was approximately 20 from 14 countries, representing approximately 35% of the enrolled students at that time. Of these respondents, 17 completed the entire the questionnaire within a one-month period, while three completed it partially during the same time.

Table 3. The regional distribution of participants

| <b>Region</b> | <b>Country</b> | <b>No of Students</b> | <b>Ratio (%)</b> |
|---------------|----------------|-----------------------|------------------|
| Europe        |                | <b>13</b>             | <b>65%</b>       |
|               | Czech Republic | 1                     | 5%               |
|               | Germany        | 1                     | 5%               |
|               | Greece         | 4                     | 20%              |
|               | Lithuania      | 1                     | 5%               |
|               | Norway         | 1                     | 5%               |
|               | Poland         | 2                     | 10%              |
|               | Romania        | 2                     | 10%              |
|               | Ukraine        | 1                     | 5%               |
| Asia          |                | <b>7</b>              | <b>35%</b>       |
|               | Indonesia      | 1                     | 5%               |
|               | Japan          | 1                     | 5%               |
|               | Singapore      | 1                     | 5%               |
|               | Taiwan         | 1                     | 5%               |
|               | Turkey         | 2                     | 10%              |
| Australia     | Australia      | 1                     | 5%               |
| Total         | 14             | 20                    | 100%             |

Source: GSBPP records dated 25 March 2006

The questionnaire procedure and interviews were carried out during the first stage of the project, from January 15 to February 15, 2006.

The survey was conducted by asking international students clear questions written in English in as simple a manner as possible (i.e., avoiding difficult words) The questions all dealt with the study's topic and goals, and the interviewees were all made aware of the intent of the author. The author tried to ask the same questions in each interview, in order to standardize the data set.

The questions were categorized into two major scopes: “Academic Support”, and “Quality of Life”. The questionnaire consisted of 20 questions that focused on specific concerns of international students, questions already raised in the study completed in 2005 and its associated recommendations. Respondents were also asked for general or other comments they might have, on the same topics of Academic Support and Quality of Life, or new ones that might affect them (Appendix C). After permission of the NPS Institutional Review Board was obtained, the survey was launched.

## **2. Results of the Survey**

The results of the interviews contributing to the progress and development of this study are grouped into three categories: academic support, quality of life, and association of international students in GSBPP. The findings of the survey under the three major categories and many subcategories are presented as follows:

### ***a. Academic Support Survey***

(1) Suggestion Relating to Computer Facilities. In order to ascertain if the need for more computer terminals in the Library or in GSBPP is still felt, current students in GSBPP were asked whether they agree with the previous suggestion. Almost half of the participants responded that their satisfaction would be higher if there were more computers. The rest of the interviewees commented that the number of computers is sufficient as it is today. Some quotations taken from the open-ended questions in the survey were:

PCs in GSBPP are a vital element since we are not only do writing but also calculating. More PCs would be appreciated.

There seems to be plenty already in GSBPP and in the library. By the way most students have their own laptops.



There is no need for more PCs in the labs, they are already filled/crowded.  
Maybe in the library, if there is any available space.

(2) Suggestion for Better Access to Home Countries' Search Databases and News. For purposes of this research the question was asked as to whether the Library should have better access to home countries search databases and news.

Almost half of the respondents agreed that more access to databases for news and research, academic resources, or new military publications would be useful, while the rest either replied that there is no need for better access (or they never tried to use it), or they did not answer. Some students' answers included:

Access to some Universities, links to the Countries own Government site, or some newspapers it could be useful.

I have never tried to use any database other than search engines like Google and Bosun in the library. So, I do not have an idea about improving the access capabilities to home countries.

I don't think so because we can contact with our countries somehow without the assistance of the Library.

(3) Need for Vendors in Foreign Languages. There are powerful information vendors providing resources in English but not dealing with other languages. However, In Lexis-Nexis you can search in several foreign languages. In order to investigate the importance of existing vendors in foreign languages for academic issues, students were asked to comment on this possibility if it could be provided by the Library.

The majority (70%) of the questionnaire's respondents replied that there is no need for vendors in foreign languages, whereas the rest commented either that it could be useful, or expressed no opinion. As some students commented:

Most of materials will be available for only one country. Singaporeans do not understand German, I do not read French etc.

Information from more countries around the world would be useful, but I'd prefer vendors providing resources in English.

I most definitely agree. It would be good having a translation of various sources in web or home journals, even international journals in home language.

Waste of resources. First, I don't think that are so many databases in European countries.

(4) Need for Materials in Different Countries' Languages. In response to the question of the need for more international news and journals in the Library, almost half of the students responded that they would like to see more international newspapers and journals in the library, not just US-based material. The rest of the respondents mentioned that there is no need for such materials in the age of the Internet. Some quotations taken from the students' answers include the following:

I definitely agree when thinking about the huge international community in NPS! We deserve this.

This could help since I do not see much support in languages different than English.

No because everything we need there is in Internet.

(5) Need for a Library Manual/Guide for Its Resources. With the intent of assessing the suggestion related to Library use made in the prior study, international students were asked whether the Library should develop a manual/guide for using all of its resources, or improve current procedures by giving IMS practical-application exercises during their lectures.

Generally, 50% of the respondents commented that a guide or handbook could be useful. It would tell users what they needed to know. In particular, students need something fast and concise to get them going in their first few, hectic, weeks. Some of the interviewees' quotes include the following:

Something like an offering list would help us.

A manual guide would help. Exercises will most probably just overload the students (especially newcomers are overloaded in their first quarters).

Using library resources isn't difficult.

I don't believe that is beneficial to have a book or special lectures (especially in the beginning). I think that everybody should be aware that for every problem he/she encounter, somebody from the library can help him/her. I think that an answer to a specific question is more useful than a manual-guide itself or exercises during the lectures.

(6) Twenty-Four-Hour Study Rooms in the Library or Ingersoll. Current students were interviewed to determine the continuing need for round-the-clock study rooms in the Library or Ingersoll Hall.

Approximately 40% of the participants were in favor of study rooms open 24 hours a day, 40% responded that there is no need for such facilities, and the remaining 20% proposed an extended schedule for a couple of hours every night for the Library. As one student commented:

24 hours a day is a bit far fetched, but an extended schedule (like during exam periods) would help. For those extended times, wouldn't be needed library services. An open library as a place to study would suffice.

As another student proposed:

I recommend for the Library be open until 10:30 or 11:00 pm.

(7) General Academic Support Issues. In order to investigate new needs and problems that IMS address in terms of academic support while attending NPS, the interviewees were asked whether they have any feasible suggestions that could improve related issues at GSBPP and Library. The issues drawn from the research included the following:

- Lack of a strong signal in some of the rooms of Ingersoll makes wireless Internet access difficult.
- It takes too long to log in to the intranet.
- There is need for more group study rooms in the Library. At times, it is hard to find a vacant room for group/project activity.
- In Ingersoll, there is no privacy for your calls in the new lounge, as there was in the old one.
- The copiers in the current lounge are sub-standard (they often fail; it is difficult to copy two-sided). New copiers could be purchased as funding allows.

***b. Quality of Life***

(1) Parking Problem. In order to determine whether parking remains a major problem and to what extent it still affects IMS' learning experiences in a negative way, current GSBPP IMS were asked to comment as to whether they concur with the gravity of this problem and what can be done to alleviate it. Of the 20 respondents to this question, 18 answered in the affirmative that the parking problem affects their quality of life (without giving further explanations or making any recommendations), while one replied negatively and one non-committally.

According to some students a shuttle bus commuting between La Mesa and NPS would be a very good idea for improving the parking problem. The routes could be at 0800-1200, 1300 and 1500 hours. As one student mentioned:

I agree. I suppose the recent works have improved the situation. Car pooling is not encouraged (at least as much as it should be. Carpoolers should be allowed to park in the permit parking areas as before as long as they have the appropriate ticket displayed in their cars. Furthermore a restriction system based on number plates could be applied from 8:00 - 13:00 (let's say odd days, only odd numbers are allowed, or something like that).

As another student commented:

Additional parking spaces can be opened without damaging the environment.

Another student responded:

I use my bike. With the latest added parking lots beside the BEQ the situation is satisfactory, and in 2006 I have not had a problem when using my car. 2004/2005 was much worse.

(2) Equivalent Insignia. In an effort to affirm that current IMS of the GSBPP would like to see an improvement with the uniform issue and whether they agree with the aforementioned proposal of the issuance of equivalent US military rank insignia to International Military Students for display on their uniform collars (to aid in recognition and proper military courtesy by other students), the Author asked for their comments.

According to the results of the Author's survey, 50% of the interviewees responded positively whereas the rest disagreed with the implementation of the prior suggestion.

Those who agreed with the suggestion did not express any particular reasons or justification in particular, except that it was a matter of discipline and respect to the military. One student expressed that:

I do not feel comfortable on Tuesdays because of the uniform policy, and the fact that I do not get the respect I deserve from the local students of lower rank whereas I always salute those above me.

Other student mentioned:

Yes, I agree that it could be beneficial. Despite the fact that we do not use our rank in the class, we need the US equivalent rank insignia for recognition purposes on campus. Additionally there are some US enlisted walking around on campus.

From students' perspective who did not agree with the issuance of equivalent insignia, some responded as follows:

No, I don't see a problem with us being "different", and personally I have no need for other students to salute me. I salute those above me, and that is fine. If they want us to be identified by rank, they could include a rank abbreviation on our NPS name tags.

Another student stated:

Absolutely not. Each nation's uniform is as is and cannot be altered in any way. I have to say, though, that although my insignia is similar to the U.S. Navy insignia, I almost ever have seen any U.S. officer salute me (unless I salute first), no matter how junior he is.

(3) Food. International students have diverse needs since they are coming from different countries of the world, and they also have variable food customs and tastes. Although there are numerous international restaurants and supermarkets in Monterey area, they cannot possibly satisfy the needs of every international student.

In order to verify if food still remains a negative factor affecting international students' living environment, they were asked whether they are informed about restaurants and supermarkets offering international cuisine or even cuisine from their country in the Monterey area.

The majority of the participants replied that they were aware of the local places offering food close to their taste, but not through official channels. They are usually informed by their compatriots who also attend NPS classes. Only two of the students commented that they found those places on their own.

(4) Admission Should Be Restricted To Those Students Coming from a Business Undergraduate Background. The recommended suggestion is to investigate amending the NPS admission rules to admit only those students with a Business-related undergraduate degree. International students were asked whether they were in favor of this suggestion and also to comment on its possibility.

The results of this question indicated that only two out of fifteen respondents answered in the affirmative. Some students' quotes include:

I do not agree, because MBAs are designed for study with no initial background and whoever has experience does not learn something new here.

I do not think this is a good idea. Nowhere there is such a restriction/constraint for MBA degrees.

(5) March and September Breaks Should Be a Week Each Instead of the Current Weekend. The above issue applies to Academics, which is an area that does not belong to the scope of this study. However, it was investigated because it affects the quality of life of IMS, as they stated when asked to comment on this suggestion and present ways how it can be implemented.

Approximately 80% of the respondents replied affirmatively while the rest were not in favor of this suggestion. As some students stated:

One week break could be a good period for students to prepare themselves mentally for the following quarter. It can be implemented by making little arrangements in the quarterly program. Finals can be done one week before their regular time.

I Agree!! We can not implement this, I guess GSBPP has to approve it and change their schedules.

(6) Other Issues Affecting Quality of Life. With the intent to investigate new negative factors or problems that affect IMS and their families while living in Monterey, the interviewees were asked whether they have any problems along with feasible proposals that could improve their quality of life. Major concerns regarding the living environment embraced a number of topics such as: "too much workload of lecturers to students", "more trips with international families" or "TOEFL requirements for NPS are too low", or "International Program Office should change their focus".

Many students stated their grievances about the workload given by lecturers to students. Everybody felt that there is an overburden of work in the GSBPP. As stated in paragraph (e) although this concern applies to Academics and will not be investigated thoroughly, it was documented because it affects the quality of IMS' life. Some suggestions for improvement on this issue include:

- Better collaboration among professors to reduce the workload
- Extending the period for one more quarter
- Cutting short some unnecessary classes
- Reducing the readings

As one student stressed:

This is not a general comment, but some lecturers give you the sense that they think you are only taking their course and no other. I would prefer to cover fewer topics better, than more topics in a hurry.

Other students suggested more trips including international families and interactive events among them, because it would offer opportunities for more connection and relationships with other international families. This is more important in particular in the beginning, when newcomers to the US experience the so-called cultural shock.

One more subject for discussion that affects not only the quality of IMS' lives but also the academics area is the TOEFL requirements. A percentage of 10%

commented on TOEFL requirements for NPS that are too low. The bottom line is that if English proficiency level were higher for those IMS having English as a second language, it would improve their academic performance and quality of life.

Another subject that has already been stressed by the previous study and endorsed by current students is the belief that the International Program Office should change its focus. As a student commented:

They should focus on guiding IMS to experiencing as much as possible during our stay in California. Instead, they focus on what we are not allowed to do, and most times they send out information it is "remember you have to inform us..." or "you need your embassy to send us a statement that this or that is ok..." They should guide us to the best experiences both in the Monterey area, and in the rest of the USA!!!

*c. Association of International Students of the GSBPP*

In order to achieve the objectives of this study, the author investigated the possibility of a potential association of international students of the GSBPP along with the International Students Committee. In consideration of this initiative, international students were asked whether they are interested in establishing a new International Students Association at the GSBPP and what could be the benefits of such a group. The findings of this research indicated that of the 18 respondents to this question, only one was in favor and two were unsure, while the rest of the participants did not see any gain coming from this initiative. Some quotes expressed by the students include:

Establish POCs for your country and others. Assistance with language barriers, as people from other countries may actually speak a second or third language that can help.

Personally: No, I am done here in March. In general: Might be a good idea, but needs a reason / purpose. Students in their late quarters might assist newer ones. I have not missed such a thing; and I have good contact with other international students at GSBPP.

No, because in academic environment IMS address the same problems as local do, and additionally there is no reason to double the Institutions. There is also the International Committee.



From the above, we can conclude that current international students are not interested in establishing a new International Students Association for the GSBPP due to the lack of benefits deriving from this initiative.

## **H. ASSESSMENT OF SURVEY FINDINGS**

As stated earlier, the objective of the aforementioned survey in the GSBPP was to assess whether the problematic areas of the prior study and its associated recommendations are worth noting, as well as to uncover new needs or problems that have negative impact on them. The results of the questionnaire were grouped in the following three categories:

### **1. Academic Support Issues for Implementation**

The findings of the survey indicated that the following important elements pertaining to the academic support area are considered as logical, affect international students in a negative way, and will be further considered for their feasibility and implementation:

- More computer facilities in the library
- More access to home-country resources for both news and research
- Need to have materials in different countries' languages, such as Greek, Mandarin, Chinese, etc.
- Need for a Library manual/guide describing its resources
- Study rooms 24 hours a day in the Library or Ingersoll

### **2. Quality of Life Issues**

Assessing the quality of life issues, the author grouped them in two categories: those elements that require attention and will be further considered thoroughly for their feasibility and implementation, and those that will be analyzed only for facilitation reasons.

*a. Quality of Life Issues for Implementation*

The issues that proved to be worth noting (the importance of which were stressed by the majority of the current international students during last survey) for their negative impact on the quality of their life, include the following:

- Parking problem
- Non-saluting issue
- Accommodations
- More trips with international families

*b. Quality of Life Issues for Information Purposes*

The issues affecting the quality of life for international students that are taken for granted, and will be further analyzed only for providing international students with better information rather than attempting to change the problems themselves, include:

- Food
- Spouse Part-time Job
- Health Care
- High Expense

**3. New Faculty Workshop Investigation**

The concerns of "too much workload of lecturers to students", "TOEFL requirements for NPS are too low", "grade" and " March and September breaks should be a week each instead of the current weekend" are issues that apply to Academics and will not be dealt with here. However, the above ideas along with new ones that will be further presented are considered because they interact with the area of the quality of life of IMS. Furthermore, all these academic matters will make up reasonable grounds for the establishment of a new faculty briefing workshop that will address various academic problems international students face everyday at GSBPP, and assist in achieving better communication between them and the faculty.

#### **4. Low Interest Matters-No Implementation**

As explored in the interviews, the following aspects are considered to be issues of minor importance and low interest for the international students of the GSBPP, and will not be further addressed:

- Need for vendors in foreign languages
- Admission restricted to students with a Business undergraduate background
- Association of International Students of the GSBPP.

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### **III. IMPLEMENTATION OF KEY FINDINGS**

#### **A. INTRODUCTION**

This chapter provides a detailed description of all the meetings and interviews that have been conducted shows the analysis of data that have been collected, and details the advances that have been made on the same problematic areas so far. Additionally, this chapter reports all the actions taken for the implementation of feasible suggestions, as well as the results of this effort. Furthermore, the possibility of a new faculty briefing/workshop has been investigated with the intent to help new instructors understand the distinct status of international students, and to address various problems they face everyday in the academic environment at GSBPP.

The proceedings of this initiative are presented under the three main areas of focus in this study: academic support, quality of life and new-faculty workshop.

#### **B. ACADEMIC SUPPORT AREA**

Working on the quality of educational experience for International Students at NPS, prior proposed solutions, along with the results of the survey conducted among current international students, were taken into account. This has provided excellent insight into their needs, and has led to some of the specific ideas detailed earlier.

With the intent to further support International Students and allow them to do their best academically, the author held numerous discussions with three staff members of the Dudley Knox Library:

- Irene Berry - Research Assistance Librarian (January 17 and 26, February 7 and 21, and April 18, 2006)
- Ann Jacobson - Head of Research Assistant Department (February 7, 2006)
- Eleanor Uhlinger - Associate Provost for Library and Information Resources (April 28, 2006)

Dudley Knox Library is committed to serving international students, as was emphasized during the various meetings held between the Author and the above staff members. Services currently provided to students (including International Students) by the library's departments, along with future strategies to improve those services, are presented below.

**1. Present Library Services/Advances to International Students**

After the examination of library services to international students by a previous group, in 2005, the January 2006 interviewees listed the following advances:

***a. Library Tours/Orientations***

Library Tours/Orientations are currently offered to the entire international intake, each quarter, in an arrangement with the IPO. In cases of shortened intake timelines, which may occasionally impact in-person orientations, library information is included in the international students' orientation packets, including contact info and a specially-designed handout for their use. A welcome message for international students heads the library's webpage for a period of two weeks following the international reporting date.

***b. Instruction, External***

International students identified as having a need for language and writing support as they begin NPS programs are mandated to attend an English-writing skills class in addition to their other studies. This course, IT 1600, is offered by instructor Barbara Young (Ms. Young teaches these classes as guest instructor on loan to NPS from the Defense Language Institute English Language Center). The International Liaison Librarian (Irene Berry) approached Ms. Young to offer a targeted orientation as a way to bring IT 1600 students into the research process early on. This arrangement allows the library to note international students' interests and needs, strengthens the library/student connection for these students, and introduces them to the idea of a specific individual librarian committed to working with them.

*c. Instruction Style*

Library classes in general have undergone a shift of teaching style to acknowledge the varied English-language acquisition levels that are typical in international audiences. In practice, this means that the library's instruction sessions now include both visual and written documentation to accompany live class presentations, and that they continue to remain aware of their need to adjust for a diverse clientele.

*d. Direct Outreach*

Library representative Irene Berry met early this month with IPO director Gary Roser to establish the library's commitment to the support of their students, and to gain an understanding of the IPO function. Irene is also currently working with the author to continue the previous project of assessing the educational experience of international students at NPS. This has permitted an "inside view" of new ways to augment services to this population. This role as liaison to the IPO, and the cooperation of Barbara Young, provides additional means of reaching the international clientele effectively.

*e. Communication Options with Library Research Assistance Librarians*

The communication options with library research department members are marketed as "international-friendly": reference services now include the option for students to seek assistance via "Virtual Reference", allowing them to communicate by using written English. Feedback suggests this is an advantage to those students with varying abilities in written and spoken English, and suggests a positive alternative to face-to-face, spoken interactions.

*f. International Keyboarding*

The library's public computer workstations are equipped with software that lets students use characters or scripts from various languages, including Chinese, Japanese, Korean, Russian and Hebrew, for word processing documents, email, Internet search engines and database searches. This resource also makes it easier for international students to keep in touch with family and friends via email.

## **2. Academic Support Issues for Implementation**

Future strategies to improve library services to this population, in accordance with the suggestions respondents listed, include:

### ***a. More Computer Facilities in the Library***

International students have voiced a wish for an increase in access to student workstations, especially during morning hours and around the noon hour, which are the peak times. The library interprets this suggestion for better access to library workstations as meaning adding equipment, as well as improved management to allow maximum use of existing equipment.

(1) Adding Equipment. According to the 2005 research conducted by IMO for improvement in the area of workstations, respondents urged a 20% increase in the number of computers for a library of our size and student population. In addition, the results of a survey conducted among the current IMS of the GSBPP indicated that more computers would be appreciated.

The library representative stressed that it seemed to her that, a few years ago, the demand for workstations was greater than currently.

Since the first analysis of the library's workstations, wireless coverage has been ensured throughout NPS, and many students carry their own laptops in the library. This has lessened the dependence on public workstations because many students leave library stations unused in favor of working on their own laptops. However, many do not have laptops, and there is still a problem during busy hours.

The standards for the numbers provided to students changes according to whether wireless is available or not. Late in 2005, 15 new loaner laptops were added for everyday use by students on campus. This is a relatively recent measure and is one way to address the lack of computers without impacting space. In terms of permanent workstations, the number of available stations has increased to 52 since 2005 and the initial query.



Dudley Knox Library is committed to the interests of its users, including faculty, researchers and students in all campus programs. In order to be responsive to input from their users and improve service in the library, the library personnel will work with NPS processes and committees to provide access to laptops and computers.

At this point there are 15 loanable laptops (to augment the desktop computers) and 52 permanent workstations. The total number of PCs and laptops with peripherals is 67 units. In terms of permanent workstations, there is a bit of an issue of space (i.e., how many connections there are in the building). However, according to the library representative this issue is addressable and something that they could strategize about.

Of course, the philosophy is not what international students need, but rather what everybody needs. The needs are similar and identical to those of other students. That is why they try to respond to everyone by providing more computers.

Currently, the library personnel, with the intent to satisfy this requirement, have requested approximately 20 additional computers, as well as computers to replace the outdated units as part of a broader NPS recapitalization plan. This plan is scheduled to be accomplished within the next 6 months.

(2) Improved Management of Existing Equipment. Another possible means of increasing available workstations is to assess current use and improve management of existing equipment.

It has been suggested that students often need quick access to computers for email checks, catalog checks, etc., and that students lack the ability to take care of these simple tasks when equipment is in long-term use.

In addition to the wireless coverage, the library is considering a shift of equipment for short-term use (stand-up) stations, located near the library entrance, with the assumption that stand-up stations would tend to discourage long-term use, and give students quick access for short periods, especially at peak times. From the students' point of view the busy times are morning hours and between 12:00-13:30.

During these times, library staff can have more laptops set up and ready for stand-up use by students. Other machines could then be freed up for long-term use. This step is estimated to be implemented during this summer break.

(3) Results. In conclusion, the situation for students who are dependent on library equipment has been improved over the last year, with the 100% wireless coverage on the NPS campus. The library is also on the way to implementing the IMS' suggestions for improvement by requesting 20 additional computers, representing a more than 25% increase, scheduled for the next six months, and replacing many of the obsolete computers. In addition, the initiative for offering new short-term (stand-up) stations with laptops will be accomplished this summer.

***b. More Access to Home-Country Resources for Both News and Research***

Resources of special interest to international students have not, to date, been assigned as a "subject area". Now, after the examination of the suggestion for improvements to service in the library, the library personnel understand the importance of this access to a large segment of their user clientele.

The library interprets this suggestion to mean electronic access to news from home countries, as well as effort and time given to the development of country-specific web resources.

(1) Electronic Access to News Resources. Links to the most widely read newspapers, to approved magazines or to defense-related journals could be helpful and highly appreciated by international students. Adding all these electronic resources to the library's collections is a routine matter. Provided funding is available, this process is easy to achieve.

In order to accomplish this objective for international students and others interested in news from around the world, the library is considering a subscription to PressDisplay, an electronic full-text, full-graphics resource for international newspapers. In order to assess the need for such a resource for research and news needs, the library hosted a trial subscription to PressDisplay, from ProQuest, effective through March 26, 2006.

The author notified all the international students of the GSBPP and many other students of other NPS schools to encourage them to participate in this evaluation. There was a very high response to the Library Research Assistance Hours survey as the Research and Instruction Services Manager stressed. The results of this survey are currently under analysis for future implementation.

(2) Country-specific Web Resources. The library accepts as a standard part of its contribution to the scholarly process, the creation of subject-specific web resources such as links to government, university, and military sites. Currently, it hosts hundreds of pages that meet that need, including pages of Aeronautics & Aerospace, Defense Budget information, Terrorism and many class-specific web pages. To date they have not written pages focused on individual countries, but are very interested in offering this kind of web resource in future. First they must find applicable content for each country, and then identify the resources that are offered by the country. From the meetings with the librarian personnel mentioned earlier, a lot of steps involved in implementing this process were discussed.

Existing electronic materials have been reconsidered for their interest to international students, for example the Global NewsBank, which is now stressed as a useful resource for international students researching in English because it offers the ability to sort results by level of writing clarity. Additionally, as stressed earlier library staff seek input from international students, taking note of responses from Barbara Young's students.

According to the director of the library and in an effort to accomplish this process, in the summer of 2006 the library will unveil a new website. Once this has been done, they can begin to develop web pages for identifying resources of interest to international students, relating to their countries. They will create country-specific web pages to aid in international students' research, just as they do pages in "Resources by Topic" now. Workflow for creating these pages would follow the IPO student breakdown (Greece, Turkey, and Singapore to start with, for example, since they are reliable sources of IMS) and would contain a consistent array of resources for each country.

This may present an opportunity for liaison with students, who could be asked for suggestions as to content. Needless to say that these new web pages will be updated, maintained, and evaluated by students and their countries.

(3) Central Point for All Library Instructional Materials. In addition to the responsibility of the library to offer these resources to students, the additional responsibility of teaching them to use those resources was emphasized during the discussion with the library representative. It is entirely possible that some students may be unaware of these good news offerings. It would be helpful if the library could teach international students about the available news resources, and how to use their home-country resources, as well.

In order to overcome this difficulty, a new, central point for all library instructional materials is on the drawing board, in acknowledgement of the advantages to those international students with English language challenges of having their materials in several forms. It is hard to invent a comprehensive source for any country. However, a central page listing available publications of a given country could be a great idea. The IPO would be a good source to predict which countries are reliable sources of international students. This is a project recommended for completion over the next six months.

*c. Need for a Manual/Guide to Library Resources*

Building their support and services for international students over the next few years, library personnel are considering the development of a "handbook" for library services and a calendar of tasks leading to it.

The need for a manual/guide is a noble goal that they always try to keep in mind in their ongoing effort to educate users--a responsibility that the library takes seriously.

In the interest of making the essential library information easy to identify and understand, they currently offer "Ten Important Things to Know about Dudley Knox Library", a clearly-worded single-page handout designed to address the needs of international students. Additionally, they have created new printed library materials, including a brochure for Research Assistance services. They include international

students in their marketing efforts in many ways, including posting messages to them via their home page, the student check-in page, and the campus Intranet. Furthermore, the librarians give short classes to new students as is stated earlier in this chapter.

In order to achieve the objective of a manual/handbook, they will compile print materials, instructional handouts, informational brochures, and policies and services into a handbook format, designed for international students to carry away, and mirrored by the web pages. After the completion of this manual/guide, the IPO can share it with international students at the beginning of their time at NPS, giving them a fast and concise start to their orientation. Thus, newcomers will have various ways to educate themselves, either by taking short classes, reading the guide, or reading the offerings on the help pages.

In conclusion, a guide/handbook is a realistic suggestion that takes time and thought. That is a tangible thing. Doing this process does not take thousand of dollar, or reorganizing the library. It needs an appropriate use of time to develop that initiative other students have suggested in the past, and the library will accomplish this task. This project is going to take place over the summer of 2006, in time for Fall Quarter.

***d. Need to Have Materials in Different Countries' Languages***

Striving to be responsive to the need for having materials in different languages the library, depending on the budget, is endeavoring to broaden its collection development practices to include purchase of materials in several forms, to support international students' interests and needs.

(1) Current Situation. A comprehensive inventory of the current dictionary collection is in progress, and potential gaps will be identified and filled. Additionally, they will acquire materials for the library's collection that will be of special interest to international students. This includes U.S. cultural/communication materials, English-language learning materials (including current TOEFL content), and specialized technical dictionaries. A good example of a technical dictionary would be a Financial Terminology Dictionary for the many students in GSBPP from the three countries with

highest enrollments. In addition, various English as a Foreign Language dictionaries are included in this initiative, and the choice of languages represented in the collection is based in part on IPO's quarterly breakdown of enrolled students.

Furthermore, contact with DLIFLC librarians has already been initiated, for recommendations for materials of use in English learning. Seeking input to satisfy the desire of many IMS to see some international newspapers or journals in the library, not just US-based journals, library personnel try to expand their outreach to them at every point, from the content on their website to one-on-one interaction. Additionally, the International Liaison (Irene Berry) is taking notes of responses from Barbara Young's students, as a way to bring IT 1600 students into the research process early on to meet their hopes for the collection.

(2) Cost. According to a library representative, magazines are very expensive. In an effort for foreign students to have access to journals, magazines, etc, they can be funded by their respective embassies. This will alleviate the total cost on the library, and foreign students can be better connected to current information from their own countries. They can also use the magazines and journals for quality of life purposes. Foreign embassies could contribute to this effort by providing the library, on a monthly or semi-annual basis, with magazines or journals related to defense, foreign policy, international relations or social affairs that might be of interest for international students in their own languages.

(3) Results. Due to the past efforts of the library--as analyzed earlier--to create links and provide electronic access to the most widely read newspapers, approved magazines, and defense-related journals for international students, this need seems to be alleviated. However, while implementing this unique need of international students and augmenting services to this population, the library will solicit and consider "content" requests from students as part of the collection-development process. The development process depends on input from subject-specialist librarians, and takes in input from students and faculty alike. Acquisition of specific journal subscriptions and electronic content is part of this annual process.

*e. Study Rooms 24 Hours a Day in the Library or Ingersoll*

A longer “study hall” at night for the library has been suggested by some international students (some libraries have the role of student key-holder to close the building). That suggestion can be interpreted as meaning either an extended schedule for the library hours of operation or the library providing study rooms 24 hours a day, with or without other services.

The library will continue to investigate various options for extending hours or providing longer access to study rooms/spaces, which is a broader issue to carry out to other NPS communities.

*f. For Expanded Outreach*

In addition to the aforementioned feasible issues for implementation, librarians’ plans may include:

- Planning their instruction to increase awareness of their presence.
- Continuing to build a strong liaison role with the IPO and supporting good communication to the international student body, by fostering awareness among the IMS of the library's resources available to them.
- Tracking participation by international students in their instructional sessions. An informal check of email addresses seems to suggest a rise in participation by IMS in library instruction, perhaps as a result of the focus on them early in each quarter. They will be tracking this trend in their instructional statistics for the coming year.
- Investigating the prospects for equipping each group study room with its own workstation.
- Providing additional loaner equipment (such as voice recorders) to the IMS during librarian live class presentations or librarian orientation groups.
- Investigating a variety of electronic products to strengthen instruction using voice and video technology.
- Re-constituting the Library Advisory Council in the coming months. In this effort, an international student representative could be appointed to the council.

## **C. QUALITY OF LIFE ISSUES FOR IMPLEMENTATION**

As stated above, the author grouped the quality of life issues into two categories. The following are those elements that require attention and will be further considered thoroughly for their feasibility and implementation.

### **1. Parking Problem**

As international students suggested in the 2005 MBA Project--and with which the majority of the current students in the survey agreed--the issue of Parking at NPS should be critically analyzed because of the negative effects it has on their learning experiences.

#### ***a. Meetings***

In order to address the parking problem as described earlier, four staff members of various departments of NPS were interviewed:

- An IPO representative (January 26, 2006)
- The Manager of MWR (February 7, 2006)
- The Academic Planning Manager (February 7, 2006)
- LTJG Justin Perry (February 9, 2006), who was the most qualified staff member on the Parking issue at NPS

Throughout the interviews, a lot of interesting information came up.

(1) Background. Parking was the biggest issue for everybody back to 1974. Many parking lots have been lost because many buildings have been raised, and when there was any money it was dedicated to the academic side and not the quality of life.

Despite the aforementioned loss, there used to be a lot of Parking on the base. There used to be 2500 spaces, which was a pretty good number. After 9/11 and the terrorist attacks, the regulations changed and in compliance with those, vehicles had to be kept moved away from the buildings at a certain and safe distance. Those regulations are sticking and emanate by Big Navy, which is the reason that caused the great loss. Almost one thousand (1000) parking spaces have been lost just by these new regulations.



There used to be a shuttle bus commuting NPS-La Mesa but they discontinued it because it was not being used enough. An effort was made to re-establish it again 3 years ago, but it was driven empty, and due to the high price of fuel they are not going to run an empty bus. It is convenient to ride and get back. In order to regain use of a shuttle bus, we have to guarantee that at it will operate at least 75% of capacity.

(2) Parking Committee. After the big loss, the Base formed a Parking Committee in order to tackle with parking issue. This Committee has a representative from every military branch, as well as from student services, faculty, staff, and the Public Works Department. We all have a member on the Parking Committee Board. They meet once a month, coming together simply to discuss the Parking problem and what they can do to increase the parking, test new ideas and field new requests by students and by people involved in this matter.

(3) Advances of the Committee. The Committee has done a lot of things in the direction of opening new spaces and increasing the available parking. There has also been a lot of construction dealing with parking on campus, in collaboration with the Public Works personnel. They have just redone parking lot “M” (as can be seen on the map in Appendix H). They redesigned the large area, which is now a new area with brand new asphalt to have more parking spaces.

Another program they have developed are the High Occupancy Vehicle (HOV) lots (Lot P and A1) that has been rolling for a while now, and is considered to be a good idea.. That program encourages car pooling, so people will reduce the total number of vehicles by driving to Base with their friends. Entering the main gate, they pass a ticket machine, wherein they are provided with the appropriate ticket for display needed for parking in HOV.

In addition to that, NPS has developed a reserved parking for visiting dignitaries. In the limited time of its use, that lot has been used extensively.

There are also some catch-ride signs both at NPS and La Mesa, where students can wait to get a ride. However, you can see barely somebody at these places waiting for a ride.

Furthermore, there are surveys in progress such as bicycle surveys. Surveyors have stood at the entrance gate and interviewed the bicycle riders coming through, and also counted how many people really ride bikes to work, with the intent to define what they can do to increase Parking. Their concern is to see if they can provide more incentives such as personal locker space for people to place their bikes, in order to encourage more people to ride. That study has been ongoing for some time.

At this time there is a new program called the Transportation Initiative Program (TIP). It is basically a program where the government reimburses its members up to \$105 a month to take public transportation. It was established to help reduce traffic congestion and air pollution. The TIP is open to military members and civilian employees of the Navy, Marine Corps, Army and Air Force. Vouchers, which are distributed on a quarterly basis, are used to purchase tickets/passes from the local transit provider (Monterey Salinas Transit) or to pay a Van Pool provider.

Another program under consideration by the Parking Committee involves Sloat Avenue. The City of Monterey is in the works of creating/posting/enforcing DOD parking signs for Sloat Avenue for a certain period during the day. This measure reinforces the existing electronic access students and faculties have already had to NPS, walking through the gate located on Sloat Avenue.

Using small steps at a time, the Parking Committee created 5 more spaces in Parking lot E, which is the enlisted Parking, and the increased the parking spots from 17 to 22. As an extension of this step, the BOQ spaces moved there and 5 open parking spaces were gained in Lot H. Another example was clearing away a lot of dirt that had sat for a long time under a tree, and adding some asphalt around it. So, 10 spots were created right there, just by using more asphalt over the tree. By Hermann Hall they also added 2 spots (24 minutes) for check in. So people checking in do not have to park a mile away and walk up to the BOQ because they can not park in the restricted available green spaces.

(4) Current Situation. As of today and last count, NPS has actually regained about seven hundred and seventy-three (773) spaces in the last couple of years. So there are now 2273 parking spaces (excluding Motorcycle and Recounted Lots M/M1/M2). Further analysis shows:

- There are 1635 open spaces for general use.
- There are 100 HOV spaces in the two HOV Lots (see map Lot P and A1), and its current everyday usage is estimated to 85%, which is pretty good.
- As far as Permit spaces go, these are given to faculty, high ranking members, people who are regular workers, and non-cleaning staff; those accounting for 320 spaces.
- The demand for compliance with Handicap Regulations requires 40 handicap-designated spaces that make the problem worse.
- Additionally, there are also 32 timed spaces such as parking for 24 minutes, and check-in creating one more constraint.
- Moreover, there are 146 special spots, and that is for all Government vehicles, Navy and Public Works Vehicles, as well as for Police Vehicles that have their own spots and contribute to the parking problem.
- The enlisted also who live on Base have their own designated spots.
- There are also 125 Motorcycle parking spaces.

(5) Constraints. The problem is getting worse because, at any given time, there is always construction going on in the base. So when there is a construction project, and a need for a lay-down area for putting all Contractors' equipment and material, that usually is a parking lot. Currently, there are 23 un-available spots, all taken up by a Contractor for his lay-down area over by the Navy Exchange (NEX) (see map Lot N3) reducing further the parking area.

Notwithstanding the increase of the spaces by a large number, without going into historical areas, the parking lot cannot be enlarged.

(6) Future Plans. There are actually no major plans among the Committee to greatly increase parking; it is always small steps at a time. However, there

is talk (this is just an idea thrown on the table if NPS ever runs out of spots, and more are needed) of turning the baseball diamond into a parking lot. The idea was to delay lot construction until after the new baseball field construction at La Mesa.

They have been keeping data and talking about making more HOV spaces, which is good, because the situation can be improved.

The intention of the Committee is that if they can add 2-3 spaces per week or per month over a year's time, they will have already accumulated 50 or 100 spots.

Additionally, by moving parking lots around they can make it more convenient for the people who work in the buildings. So for instance, relocating the permit parking of Root Hall to the Glasgow (Lot K) can allow more space to professors to park and walk close to their buildings, as well as more space to students. Many open spaces can be created.

#### ***b. Results***

In conclusion, the parking situation has been improved over the last year and the problem is less intense. However, the only thing that could be done at that time without demand is to bring the parking issue to the student council, because it is an issue among the students. If they come to an agreement about the transportation and the possibility of doing a shuttle bus again (even on a limited basis) it will help. If the council agrees, and students actually ride the shuttle, then the runs can increase.

All those interested can refer to the NPS Parking Map documents that are posted on the parking subcommittee intranet webpage.

## **2. Non-Saluting Issue**

As detected in the previous study and confirmed during the last survey, the non-saluting of senior-ranking IMS by junior officers on uniform days in NPS still requires attention.

#### ***a. Meetings***

In order to address the non-saluting issue as it is described in the second chapter, two staff members at GSBPP and IPO were interviewed in successive meetings:

- The GSBPP Associate Military Dean of Students, Wanda Ridlle (Jan 31, 2006)
- The IPO representative Cindy Graham (January 24, 26, 31, 2006)

The following interesting information came up from these interviews.

The author brought up the non-saluting issue, along his opinion that it is a sign of disrespect in the military. In addition, the implementation of the suggestion that IMS should be issued with equivalent US military rank insignia for display on their uniform collars for easy recognition, as well as being fully briefed on US rank insignia, was investigated.

The GSBPP Military Dean of Students, Wanda Ridlle, along with the IPO representative, responded that permission should first be obtained from the international students' own services, for them to wear something which is not part of their official uniforms.

At that point the author quoted as an example his own personal experience, along with the experiences of other international officers who had been assigned in different U.S. training centers such as Keessler AFB in Mississippi, and Lackland AFB in San Antonio, Texas. All of the above international officers, from the very first day they reported to the corresponding IPO, were issued equivalent US rank insignia for display on their uniform collars.

The feeling was that it could be implemented and everybody would benefit from it. The insignia could be bought either from NEX, or BX, or DLI, with a small amount of money estimated to \$2.00. By doing so, IMS would be accorded the respect they deserve on uniform days at NPS.

Additionally, this effort should be accompanied with a briefing to all students of NPS, advising them of the new situation.

***b. Results***

The GSBPP Military Dean of Students appreciated the benefits of this initiative, while the IPO representative conducted some research and discussed further this issue with Colonel Gary Roser, USMC (Ret) Assistant Dean of the School of International Graduate Studies of the IPO.

On February 6, 2006 and without prior notification, the author received an electronic message from the Assistant Dean of the School of International Graduate Studies of the IPO regarding the issue in question. The content of his email was as follows:

The paragraph below provides guidance on a new policy regarding the wearing of the international military uniform.

In an effort to provide standardization and easy recognition for all ranks, international officers are authorized to wear the equivalent US rank insignia on the upper left corner of the left breast pocket of their military uniform. Rank insignia will be worn vertically. This policy is effective immediately and is voluntary. International officers may purchase their appropriate rank insignia at the Naval Exchange.

If you have any questions regarding the equivalent rank insignias, a chart containing all officer and enlisted ranks is posted in the International Programs Office.

As a reminder, all members of every military service should salute senior officers of any other service when in uniform and covered.

The same message was posted on the Intranet webpage of current students in order for all military members of NPS to be aware and follow the new policy.

Therefore, by providing evidence and concrete arguments in the discussions, the uniform issue was brought into effect in less than one month. It can be said that the efforts for a new uniform policy were crowned with success and the implementation of the prior suggestion has been 100% achieved.

### **3. Equal Treatment in Accommodations**

In accordance with the findings of the prior study, assuring accommodations is the first and foremost administrative issue of international students upon their arrival in Monterey; housing can be painful to arrange, and needs to be improved.

Additionally, there is a belief that, although the International Program Office does a lot of work, more support or assistance would be beneficial in helping international students with the check-in process, accommodations, and other concerns they might have.

#### ***a. Interview with IPO Representative***

(1) Background. In order to tackle the issue of Equal Treatment, the IPO representative Cynthia Graham was interviewed, on Tuesday January 26, 2006. The author expressed the perception that the IPO gave more assistance to Asian international students than to European ones in dealing with the accommodation problems.

Regarding the time needed to complete housing issues, it was found that only 57% of the respondents completed their accommodation arrangements within one month, which is not satisfactory.

(2) Current Situation. The IPO representative stressed that equal treatment is given to all international students. She responded that, if there were more Asians in a particular arrival group, then the perception could easily be created. The other issue is who asked for help. If they do not ask and think they can handle it without the assistance of IPO, they feel dissatisfied. What you see and who you are talking about some times, is the key point for those arrangements.

As she quoted:

I think, the phenomenon of non equal treatment, it is not happening. However, some people ask for more help than others. Some students are coming here every day and we help them maybe more.

IPO personnel work closely with Housing. However, one problem discussed was that some of the international students who arrived at the end of December 2005 had to wait until March or April for securing accommodations, either in La Mesa or Fort Ord. According to the IPO representative, it was the first group in the last two years

on the waiting list. There was a problem with the houses but only because they wanted a specific house. She said that whenever something like that happened, they should have gone to IPO. IPO personnel were not informed about this problem from the beginning.

She also mentioned that, as an example, a few international students prefer to stay downtown. Two other also temporarily moved to downtown and did not want to go back. It is a better place. But it was agreed that the majority consists of large families, and taking into account security reasons as well as the higher cost of living downtown, La Mesa is more preferable.

(3) Constraints. Sometimes problems like those described above arise because “housing” is no longer a government affair. It is a financial issue. The bottom line is they want to make money. From Housing’s point of view the rules change so rapidly that IPO staff members cannot keep up with them. Moreover, new rates are charged without notice. As an example said:

I sent to the management a letter and it’s been 3 weeks they didn’t respond in order we to help the students. They don’t provide our office with updates of their changes as they occur. We try to have more meetings with them because there are so many changes and modifications. But it is really hard because as a civilian institute they can do anything they want.

As far as preference in securing accommodations, the author was informed that the Americans have priority based on the date of their separation from their last command. For example, if a US officer leaves his last duty station on December 1<sup>st</sup> but he didn’t come until Jan 1<sup>st</sup>, and there is an international officer coming here on December 15<sup>th</sup>, the international will still be behind him because his date is December 1<sup>st</sup>. That rule is not subject to change.

Nevertheless, during recent meetings between the IPO and Pinnacle (a private company that currently manages the base housing) priority status was discussed. Students (US and international) applying the same day will have equal priority. This should alleviate the movement of an international student further down the waiting list after applying.



Regarding BOQs, there are only 54 now because of the renovation and they are allowed to stay only a month. But, if some students need a small extension of 5 days or 10, they get it, depending on the availability. Of course the reconstruction makes it a little bit harder.

***b. Results***

In conclusion, equal treatment is given to all international students by the IPO. Although base housing is no longer a government affair, but rather a private company aiming at profit, IPO personnel are working closely with Housing personnel to solve any problems. They let them get acquainted with the number of students, and ask how many houses they are expecting to have.

Regarding the preference in securing accommodations in favor of US military, there is progress on this issue. Now international students are on the list with them, but Americans' date of detachment has priority over all.

The most important thing is that IPO personnel should be informed about any problem raised from the beginning.

**4. More Trips with International Families**

Investigating further the possibility of more trips with international students, including families, scheduled under the IPO, an IPO representative was interviewed.

***a. Interview with the IPO Representative***

During this meeting, the representative was informed about the suggestion from international students for more trips with families participating and the related issue of more connection and relationships with other international families. From this discussion a lot of interesting information came up.

The IP program is designed specifically for the students. Each of the trips must meet several of the objectives designated by DSCA in order for it to be sponsored. These objectives are meant as learning tools for the students and thus they are not geared toward children.

NPS has a waiver that allows IPO to use a very small portion of its funding to include family members in the IPO Program. They offer several family activities, to include the Yosemite trip (an expensive trip as far as family cost). As she further stated:

The International Executive Committee is in place to assist with the transition to life in the US and to encourage socializing between the families. Perhaps you could address the possibility of more family events with them.

***b. Results***

The author cannot influence the situation, and the budget constraint does not allow the implementation of the suggestion regarding more IPO-organized and funded trips with families participating. Nevertheless, an endeavor should be initiated by the IPO and International Committee toward funding more trips and organizing more activities for IMS to include family members

**D. QUALITY OF LIFE ISSUES FOR INFORMATION**

The factors of food, spouse part-time job, Health Care, and high expense that were previously determined to affect the quality of life for international students are difficult to improve. However, the author will further analyze these aspects with the intent to provide international students with better information, rather than attempting to influence the aspects themselves.

**1. Food**

As described earlier, international students have varying food customs and preferences. Although there are numerous international restaurants and supermarkets in the Monterey area, they cannot possibly satisfy the needs of every international student.

In accordance with the findings of the survey conducted among current international students of GSBPP, the majority of the participants replied that they were aware of the local places offering food close to their tastes but not through official channels. They obtain this useful information from their fellow students with the same needs.

New international students could be informed about restaurants and supermarkets offering international cuisine, or even cuisine from their country, in the Monterey area through the welcome package prepared and distributed by the International Committee in collaboration with the IPO. A small investigation can be conducted among all NPS international students, and all the best information on this subject can be documented in the existing welcome package. Through this effort new IMS could fix the lack of useful information about food close to their needs and tastes.

## **2. Spouse Employment**

Spouse employment was another issue related to the living environment, on which IMS expressed a negative attitude and would like to see improved in Monterey or at NPS. As stated earlier, since IMS' spouses did not have social security numbers, and some residents did not like to hire them as foreigners, it was difficult for them to find a part-time job in Monterey.

Exploring this perspective a member of the IPO of NPS was interviewed. From this discussion a lot of useful information surfaced necessary for a more complete understanding of this initiative.

According to the regulations in effect at the time this desire spousal employment was first expressed, IMS spouses could get a job depending on reciprocal agreements between their countries and the US. That is, for those interested in finding a job, they had to find a job first, and then would apply for the green card.

Some other countries had a bilateral agreement, meaning that those interested in a job could apply for green card and they would get a job. However, they had to do it through the State Department in Washington, which is the regular way.

The IPO would give guidance to those spouses needing a job. Depending on what category they fell under, IPO personnel would give a sample letter to them or tell them how they could find it.

Since 9/11 the limits have gone down. Spouses here in the U.S. are under the security system. So, the number of people allowed to work in the US depended on the

agreement each country had. For example, some of the countries had the agreement where 15 spouses from a country could work in the US, while 15 US spouses could work there correspondingly.

However, the latest guidance regarding employment is that neither international students nor spouses are authorized to work while they are here (attending NPS on an ITO/military orders).

In conclusion, the employment regulations are subject to changes depending on diplomatic relations, political problems, etc. One way that IMS and those spouses interested in finding a part-time job in Monterey become aware of the current situation and procedures needed is through the orientation briefings held by the IPO upon the arrival of IMS to NPS.

The author proposed another way for providing IMS with information on this issue. This information could be included in the welcome package that is prepared and distributed by the International Committee in collaboration with the IPO. However, the idea stated above has not been accepted by the IPO on the grounds that the International Committee cannot be aware of the frequent modifications on this matter. So updating the new students with current employment regulations--which is a commitment of the IPO--can facilitate the gathering of critical information they need to achieve a more comprehensive understanding on this issue.

### **3. Health Care**

As stated in the prior study, another thing IMS would like to see improved in Monterey or at NPS related to the living environment was Health Care. Different countries have different health care systems. However, doctors are very expensive for IMS whose health insurance does not cover care in the United States.

In an effort to obtain the necessary information on this serious matter an IPO member was interviewed. According to the IPO representative, the issue of Health Care varies by country, and may even vary within the same country. For example, three (3) Air Force officers may come from Greece, two (2) are covered by the military one is not. Two of them have inpatient coverage as their families get sick, by having their country

paying for these expenses (not Tricare) and one does not. He wanted to go back to Greece and ask whether this is the rate. So they changed midway through our office. Two have inpatient coverage for their families and one does not regardless of the fact that they came at the same time.

Of course, the Hellenic Military provides reimbursement for those inpatient expenses for some families, while Tricare Standard covers only outpatient expenses.

What is in effect unchangeable for the family expenses is that Tricare Standard does not cover inpatient expenses for families. Each student has to look at the ITO to see whether their countries cover those expenses. It is very confusing. That's why all the students now--if they are not covered by the case or by the government--have to have insurance. When somebody says they have Tricare, IPO personnel say yes but only for inpatient expenses.

In summary, Tricare covers only outpatient expenses, inpatient is the biggest concern. It does not vary by country. It has to do with the bilateral agreement between the two countries. One way that IMS and their families become aware of the current situation is through the welcome package which is prepared and distributed by the International Committee. The orientation briefings also held by the IPO upon the arrival of IMS in NPS include information on the Health Care issue.

#### **4. High Expense at NPS**

Compared to the living expense of IMS' home countries, living in Monterey is very expensive, as reflected in housing, food, entertainment, etc. Since the high expense in the living environment is inherently difficult to improve, the author focused mainly on the higher costs of food and beverages at NPS. As one student commented:

The meals in cafeteria at NPS are very expensive in comparison with other military bases in the US. The prices are almost double here in relation to different US training centers such as AFB Keessler (MS), and Lackland in San Antonio (TX) that I was assigned for few months in the prior years.

In an effort to investigate the reason that the meals are so expensive at NPS compared with other military bases, and provide students with the necessary information

in achieving a complete understanding on this issue, the Quality of Life Director of NPS, Megan D. Ryan, was interviewed. A lot of interesting information came out of this interview.

Historically, the costs of running the Food and Beverage Operation at NPS are higher due to the cost of living in this area. Monterey is included with San Francisco and San Jose as having the highest locality pay<sup>20</sup> at 28.68%<sup>21</sup> in the United States (see Appendix E). Even New York City<sup>22</sup>—historically among the most expensive places to live—is left behind Monterey with a locality pay at 22.97%. Also the city of Houston<sup>23</sup>, with a figure of 26.37%, is very expensive while the rest of the areas have an average locality pay at 12.5% (see Locality Pay Tables in Appendix 2). This inflates the labor and food costs and explains why the prices in San Antonio, TX and Keessler AFB, MS are so low, compared to the high prices of NPS, as stated above.

Recent years have also seen many of the costs that used to be paid for by the command through Public Works Appropriated Funding (e.g., sewer, refuse, kitchen hood maintenance, pest control) shift to the MWR Non-Appropriated Fund as new and additional operating costs. Utility rates continue to rise. Allocated Benefits and Insurance Costs that used to be paid by Commander Naval Installations MWR Headquarters are now all charged to the local MWR Fund. The increase in gasoline prices has increased the cost of goods from their vendors. Navy Standards require that MWR Food and Beverage Operations generate a net profit of 5% for recapitalization of facilities and

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20 Locality Pay Tables: On behalf of the President's Pay Agent, the Office of Personnel Management is issuing final regulations on locality pay areas for General Schedule (GS) employees. By law, locality pay is set by comparing GS pay rates with non-Federal pay rates for the same levels of work in each locality pay area. Non-Federal pay levels are estimated by means of salary surveys conducted by the Bureau of Labor Statistics (BLS). In 2005, there are 32 locality pay areas: 31 separate metropolitan locality pay areas and a Rest of U.S. (RUS) locality pay area that consists of all locations in the contiguous United States that are not part of one of the 31 separate metropolitan locality pay areas. Retrieved from <http://www.opm.gov/oca/06tables/finalLPArule2006.pdf> on May 6, 2006.

21 A Locality Payment of 28.68% for the Locality Pay Area of SAN JOSE-SAN FRANCISCO-OAKLAND, CA Retrieved from <http://www.fedweek.com/content/hfi/2006fpt/general/newyork.htm> on May 6, 2006.

22 A Locality Payment of 22.97% for the Locality Pay Area of NEW YORK-NEWARK-BRIDGEPORT, NY-NJ-CT-PA. Retrieved from <http://www.fedweek.com/content/hfi/2006fpt/general/newyork.htm> on May 6, 2006.

23 Ibid.

equipment and to offset the operating costs of other MWR programs that are not self supporting (e.g., youth programs and community activities). Pricing is based on what it costs to run the operation. They budget to achieve the minimum 5% net profit.

Notwithstanding, MWR members are continually evaluating operating costs to keep the pricing as reasonable as possible and reduce expense whenever feasible. They market, promote and look for new business to increase sales volume and revenue. The more revenue they take in the better they are at covering our fixed costs such as labor, janitorial, utilities, telephones, purchasing, etc. They also conducted a catering pricing survey in October 2005. When they compared themselves with several other catering facilities in the Monterey area, they are still well below what is being charged in the commercial sector.

#### **E. NEW FACULTY BRIEFING WORKSHOP**

Learning in a second language is an issue that affects international students around the world. Accordingly, international students at GSBPP are faced with various academic problems everyday in NPS. Although academic matters do not fall within the scope of this study, they interact with the area of quality of life of IMS, and they make up reasonable grounds toward the initiative of establishing a new faculty briefing workshop.

Therefore, the purpose of the new faculty workshop will be to make them understand the problems IMS face everyday and seek ways to assist them to integrate more easily into the NPS Business environment. Thus, every time a new faculty member begins teaching at the GSBPP, they will participate in this briefing provided by experienced faculty members and possibly IMS. Questions and answers will be provided on how to maximize the NPS experience for IMS and faculty tips on how to facilitate communication between faculty and international students.

For the new faculty workshop, two main issue areas were considered in order to make the learning experience of international students at GSBPP as positive as possible:

- Academic aspects from international students' perspective as they presented in the prior study, along with new ones that came out during this research.

- Academic aspects that were investigated from a faculty point of view and that should be taken into account.

## **1. Students' Perspective Issues**

The issues of interest for international students that arose during the prior study<sup>24</sup>, as well as the concerns revealed during the survey conducted among current IMS are listed as follows:

### ***a. Overloading***

Everybody mentioned there is an overburden of work at the GSBPP. Some suggestions for improvement on this issue as stated in Chapter II include:

- Better collaboration among professors could reduce the workload,
- Extending the program for one more quarter,
- Cutting short some unnecessary classes or,
- Reducing the readings.

Additionally, IMS took the same number of credits as the local students in the same curriculums. They had to spend more time in comprehending course contents, doing assignments, and searching for information in a language that was the second or third for them. They felt overloaded, especially those students with low English proficiency and non-business backgrounds.

### ***b. Grade***

Naturally, IMS are not as good as the local students in English proficiency. In classes where grammar and precise word usage were among the most important considerations in professors' grading of their students' examinations or assignments, IMS were at a disadvantage.

### ***c. Thesis Process***

Most IMS had to deal with such headaches as moving out, packing, selling cars, closing bank accounts, family members leaving, and other chaos in the last month before graduation. Combined with the classes of the current quarter, they felt great thesis

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<sup>24</sup> Porti et al.



pressure if their theses had not been completed by that time. Professors tend to leave students to deal with their project late in the quarter.

***d. Delivery of Course Content***

The delivery of courses can be improved by using handouts, guest lectures, class discussions, slides, visual aids, movies, role playing, field trips, etc. to assist IMS in comprehension.

***e. Course Content***

IMS' jobs and knowledge are related to military fields. Therefore, they felt more interested in the course content which was related to military affairs and their home countries.

***f. March and September Breaks Should Be a Week Each Instead of the Current Weekend.***

***g. Participation***

A student's participation in groups or class discussion depends on a number of factors as listed below:

- Students who have a higher level of English proficiency feel more comfortable participating in class discussions.
- Students who have backgrounds in Business and Management feel more comfortable participating in class discussions.
- In terms of IMS inclination to participate in group work or study groups, a higher percentage of the respondents preferred working with American students.<sup>25</sup>
- When the group consists of international countries only there are more difficulties in getting communications understood. Also, a nice mix between international and American allows for broader friendships to be formed, greater sharing of cultures.
- Students with a high level of English proficiency feel more comfortable participating with American students (confirmed). It is possible that personality may influence a student's preference in what type of group to participate.

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<sup>25</sup> Porti et al.

- On the other side, particularly in group projects, in most cases American students preferred interacting with native Americans, rather than with international students.
- Another positive relationship also is that students who feel comfortable in participating in class are more likely to be satisfied with their curriculum.
- In addition to the above things, it was concluded that IMS find it helpful to study with American students in terms of learning American culture and improving their English.

## **2. Faculty's Perspective Issues**

In order to investigate areas of new faculty interests, two faculty members were interviewed.

### ***a. Interview with GSBPP Faculty Member #1***

Faculty Member #1 has many years of experience teaching international students overseas. The following aspects were revealed as being points of interest for new faculty members:

- Due to diverse cultures and living patterns, the education systems are different between international students' countries and the US system. Therefore, differences between education systems should be given emphasis in the new faculty workshop. Knowing in advance that international students are from dissimilar learning environments would be helpful to the faculty in understanding their behavior during the classes. In the future, new faculty members will be able to set up the guidelines which are dictated by those diverse international student characteristics early in the academic process.
- International students are not fluent in the English language and have difficulty following the speed of the classroom environment. The faculty should adjust their communication skills in order to be understood, in particular during the first quarters. Therefore, it is recommended they articulate their words and speak slowly. Additionally, the avoidance of acronyms and slang is suggested. As it is hard to change cultural behavior, when slang is used, explanation should follow.
- Many of the faculty staff are coming from the civilian field and are not familiar with military. As part of the faculty inprocessing, new civilian faculty should receive a familiarization briefing on basic military background, culture, and customs.
- Faculty should encourage IMS to participate in mixed groups, wherein the organization of the group stimulates the learning environment for both

IMS and US students. However, from her observations as a lecturer, she found that one international student among American students is the best approach for a mixed group.

As she stressed:

Many international students in the same group would be a disaster.

***b. Interview with GSBPP Faculty Member #2***

The second member of the faculty whom the author interviewed identified the following as matters for concern for the new faculty workshop:

- Participation of international students in class is difficult due to constraints of language and culture. Due to a number of factors that previously were analyzed, they are too intimidated to constantly ask questions or express their thoughts during the classes. A lot of solutions could be identified.

As she quoted:

I wondered how I could arrange their time in class without embarrassing IMS. How can I keep the IMS engaged and even make them feel comfortable. Maybe I need to have time after class with them, or during the week or whatever to come up with some solution.

- The use of dictionaries during exams is a concern for many international students due to language barriers. Use of this reference book during tests in searching for specific words and the correct usage of grammar in their documents should be an interesting topic to be covered in a briefing for new faculty.
- For the same reasons, IMS need extra time during tests. It is hard for them to comprehend course contents and do their assignments. They need more time for expressing their ideas, identifying precise words or grammar rules to complete their exams, or even for using their dictionaries. Therefore, in order for them to be able to keep up with the pace of the local students, giving IMS extra time can mitigate the disadvantage due to the lack of language proficiency.
- Additionally, the overall accessibility of faculty to IMS should be addressed with new faculty members. Although IMS at the GSBPP are aware of how to approach and arrange meetings with faculty members, at the same time they should know that the faculty members are available if required.

### **3. Conclusion**

Lastly, a new faculty briefing workshop would be a very effective step toward achieving better communication between faculty and international students. In developing the content for the workshop, all of the above matters should be taken into account. A faculty briefing workshop would help new faculty members become more sensitive to the needs of IMS, properly pace their instruction, and engage IMS to share their unique perspectives and experiences. The students find it interesting to hear IMS' points of view on various aspects and would like to learn from people sitting next to them who happen to come from all over the world. Finally, it is in the interest of both IMS and faculty of GSBPP to ensure that IMS achieve success in their studies and have the best learning experience possible while studying at GSBPP.

## **IV. CONCLUSION**

Roughly 300 resident students are enrolled in the Graduate School of Business & Public Policy at the US Naval Postgraduate School at any point in time, approximately 20 percent of whom are students from over 153 countries other than the United States.

This MBA Project focuses on implementing the recommendations made by the international students in the 2005 IMET research, in two areas involved: Academic Support Facilities and the quality of life. In order to assess the proposals of the 2005 study, consider its feasibility, and identify new problem areas, a survey was conducted among current international students at GSBPP. IMS were personally interviewed for this survey, and a questionnaire was distributed electronically. A total of 20 IMS responded to this survey, out of a possible 55 students from 18 countries who attend MBA classes.

After the evaluation and in an effort to alleviate some of the problems GSBPP IMS encounter while at NPS, a follow-up implementation was performed. This study identified ways to facilitate the academic support in order to meet the unique needs of IMS, and to improve the quality of life of this population working with other qualified persons of the various departments of NPS.

### **A. ISSUES AFFECTING GSBPP INTERNATIONAL STUDENTS**

The findings of the survey indicated the following issues that affect international students in the areas of academic support and quality of life at GSBPP, as well as the proposed recommendations that were determined to be feasible for implementation:

#### **1. Academic Support Issues**

Despite the fact that the facilities and services provided to both international students and US students by the library were rated as being excellent, the following suggestions were made for improvements in certain areas:

- More computer facilities in the library
- More access to home-country resources for both news and research
- Need to have materials in different languages, such as Greek, Mandarin, Chinese, etc.

- Need for a library manual/guide for its resources
- Study rooms 24 hours a day in the library or Ingersoll

## **2. Quality of Life Issues**

After the assessment of the quality of life issues, the author grouped them in two categories:

### ***a. Quality of Life Issues for Implementation***

The issues that proved to be worth noting for their negative impact on the quality of life include the problem areas of parking, non-saluting, accommodations, and the need for more trips with international families.

### ***b. Quality of Life Issues for Information Purposes***

The issues that were identified as affecting the quality of life for international students, analyzed only for providing international students with better information rather than attempting to change the problems themselves, include the areas of food, spouse employment, health care and high expense.

## **B. IMPLEMENTATION OF KEY FINDINGS**

The proceedings of this initiative are presented under the three main areas of focus in this study: academic support, quality of life and new faculty workshop.

### **1. Academic Support Area**

With the intent to further support international students and allow them to give their best academically, the author held numerous and constructive discussions with three staff members of the Dudley Knox Library. Services currently provided to students, including IMS, along with strategies to improve them include the following:

#### ***a. Present Library Services/Advances to International Students***

After the examination of library services to international students, the interviewees listed many advances in certain areas, such as external instruction, library tours/orientations, instruction style, direct outreach, communication options with library research assistance librarians, and international keyboarding.

***b. Academic Support Issues for Implementation***

Future strategies to improve library services to this population in accordance with the suggestions respondents listed include:

(1) More Computer Facilities in the Library. For students who are dependent on library equipment the situation has been improved over the last year, with the advent of 100% wireless coverage on the campus of NPS. In an effort to increase the access to student workstation in the library as international students suggested, the library has requested 20 additional computers, scheduled for the next six months, and is on the way to replacing many of the obsolete ones. In addition, and with the goal of improving the management of existing equipment, the library has activated the initiative of offering new short-term (stand-up) stations with laptops. This effort will be accomplished this summer.

(2) More Access to Home-Country Resources for Both News and Research. In order to determine whether the argument made sense for research and news needs, and to assess the feasibility of this proposal for international students, the library hosted a trial subscription to PressDisplay from ProQuest, effective through March 26, 2006. From the students' perspective there was a very high response to the Library Research Assistance Hours survey, and the results of this survey are currently under analysis for future implementation.

Regarding the creation of subject-specific web resources such as links to government, university, and military sites, and in an effort to accomplish this process, in summer 2006 the library will unveil a new website. After this effort they will begin to develop web pages for identifying resources of interest to international students in their home countries. Workflow for creating these pages would follow the IPO student breakdown, and would contain a consistent array of resources for each country.

Furthermore, for educating purposes the library personnel are designing a new, central point for all library instructional materials--in acknowledgement of the advantage represented by having their materials in several forms--to international students with English-language challenges. This is a project recommended for completion over the next six months.

(3) Need for a Library Manual/Guide for its Resources. Building their support and services for international students over the next few years, Library personnel are considering the development of a "handbook" for library services and a calendar of tasks leading to it. This project is going to take place over the summer of 2006 in time for the Fall Quarter.

(4) Need to Have Materials in Different Countries' Languages. Striving to be responsive to the need for having materials in different languages, the library is on the way to implementing this unique need of international students and augmenting services to this population. Thus, the library will solicit and consider "content" requests from students as part of the collection development process. Additionally, the development process depends on input from subject-specialist librarians, and takes in input from students and faculty. Acquisition of specific journal subscriptions and electronic content is part of this annual process.

(5) Study Rooms 24 hrs a Day in the Library. A longer "study hall" at night has been suggested for the library by some international students. The library will continue to investigate various options for extending hours or providing longer access to study rooms/spaces, which is a broader issue to carry out to other NPS communities.

(6) For Expanded Outreach. In addition to the aforementioned feasible issues for implementation, librarian plans include many initiatives such as: investigating the prospects for equipping each group study room with its own workstation, or investigating a variety of electronic products to strengthen instruction using voice and video technology and many others.

## **2. Quality of Life Issues**

The following are elements that require attention and further thorough consideration for their feasibility and implementation.

### ***a. Parking Problem***

In order to tackle the parking problem, the author held numerous meetings with four staff members of various departments of NPS. The parking committee has achieved many advances in the direction of increasing the parking spots, and developed



many successful programs including but not limited to: the HOV parking, the program along **Sloat Avenue**, the Transportation Initiative Program (TIP), and many surveys such as bicycle surveys. Moreover, a plan is under investigation of--if NPS ever runs out of spaces, and more spaces are needed--turning the baseball diamond into a parking lot.

To sum up, NPS has regained about seven hundred and seventy-three (773) spaces in the last couple of years. Currently, there are up to 2273 parking spots, which is a number very close to the 2,500 spaces available before 9/11. Therefore, and pursuant to the author's current observation, the parking problem is no longer a major issue for IMS in NPS, at least not to the extent it used to be in 2005 when the initial research was conducted.

***b. Non-Saluting Issue***

The author explored ways to tackle the non-saluting issue of senior-ranking IMS by junior officers on uniform days at NPS, which is a sign of disrespect in the military. As a matter of fact, the author contributed to the issuance of a new policy by the IPO, whereby IMS are authorized to wear the equivalent US military rank insignia for display on their uniform collars for easy recognition. In addition, IMS should be fully briefed on US rank insignia and customs of the US military, upon their arrival at NPS and during their orientation briefings held by the IPO.

***c. Equal Treatment in Accommodations***

Securing accommodations is an issue that IMS take pains to arrange upon their arrival in Monterey; the system needs to be improved, along with the support from the International Program Office in helping International Students with various administrative concerns. The IPO representative stressed that equal treatment is given to all international students by the IPO. Although base housing is no longer a government affair, but rather a private for-profit venture, IPO personnel are working closely with Housing personnel to solve any problems. Regarding the preference in securing accommodations given to US military, there is progress on this issue. Now international students are on the list with them, but the Americans' detachment date has priority over all. The most important thing is that IPO personnel should be informed about any problem raised from the beginning.

*d. More Trips with International Families*

The IPO representative whom the author interviewed identified that the budget constraints do not allow the implementation of the suggestion regarding more IPO-organized and funded trips with families participating.

**3. Quality of Life Issues for Information Purposes**

The results of the surveys provided international students with better information on the issues of living environment about which the majority responded negatively, but which are difficult to improve. Such useful information includes:

The majority of the IMS obtain information about local places offering food close to their national tastes by their fellow students with the same needs.

According to the latest guidance regarding employment, neither international students nor spouses are authorized to work while they are here (attending NPS on ITO/military orders).

Tricare Standard covers only outpatient expenses for family members of IMS, while inpatient policy is dependent upon the particular bilateral agreement between the US and a given country.

Historically, the costs of running the Food and Beverage Operation at NPS Monterey are higher due to the cost of living in this area. However, when MWR Food and Beverage Operations compare themselves with several other catering facilities in the Monterey area, they are still well below what is being charged in the commercial sector.

**C. RECOMMENDATIONS**

The author contends that implementation of initiatives has improved the academic support and quality of life for the international students. Notwithstanding, there are several recommendations that the author proposes to ensure maximization of the learning experience of international students of the GSBPP while they are at NPS. Hence, in order to ensure the success of the IMS in their studies, the following recommendations are proposed:

1. A new faculty briefing/workshop should be established. In developing the content for the workshop, all of the aforementioned matters such as participation by IMS in class or in groups, extra time in exams, use of dictionaries, etc. should be taken into account. When new faculty members arrive, and before they enter a classroom containing international students, they can participate in this new faculty orientation briefing.

The person who will take the responsibility to organize this workshop on IMS would be either the academic advisor for international students or the GSBPP Associate Military Dean of Students--or someone else from the faculty body with many years of experience teaching IMS. In an effort to exchange ideas and experiences, other faculty members would be invited. In this effort, an IMS group should participate as a function of the Junior Faculty group and share common aspects from a totally different perspective.

2. After the re-constitution of the Library Advisory Council in the coming months, according to the Associate Provost for Library and Information Resources, an international student representative should be appointed to this Council.

3. An endeavor should be initiated by the IPO, along with the international committee, toward funding more trips and organizing more activities for IMS that include family members.

4. The author suggests that the existing welcome package that is prepared and distributed by the International Committee should be enriched and provide new IMS with information at a more detailed level for critical aspects that affect their lives, such as food, spousal employment, health care, and high expense. In addition, a small investigation among all NPS international students should be conducted on these subjects. The findings of this study, along with all the knowledge that can be obtained through the new investigation, can be documented; hence, the new IMS can counter the lack of useful information about different aspects of their life.

5. In addition to the welcome package and in order to provide adequate information for aspects that impact the quality of life of IMS, the International

Committee should initiate an endeavor to create a website opened for notes, comments or any other useful information for IMS of each country that would be available for any need.

6. Despite the fact that international officers have been authorized to wear the equivalent US rank insignia on a volunteer basis, the author has noticed that this policy has only been adopted by 10%-20% of the IMS population. However, almost all junior students give him a salute while in uniform and wearing the equivalent insignia. The author recommends that this policy should be aimed at new students. IPO should provide new international officers with the equivalent insignia upon their arrival in NPS, and fully brief those on US rank insignia and customs of the US military, during their orientation briefings held by the IPO. If funding is a constraint, IMS should be informed of the places where they can purchase the US insignia. If they find this policy from the beginning, this initiative will be effective, and all IMS will adopt it.

7. Group work is encouraged at NPS. When courses allow for it, instructors should encourage the students to form mixed groups. At least, in each group of American students, there must be at least one international student to participate.

8. The copiers in the current lounge of Ingersoll are sub-standard (they often fail; it is difficult to copy two-sided). New copiers should be purchased as funding allows.

#### **D. LIMITATIONS AND FUTURE RESEARCH**

The subjects of this project were IMS and faculty members at the GSBPP in NPS, along with various departments (and their associated personnel) that affect the area of academic support and quality of life for IMS. The author did not research outside the GSBPP, nor did he deal with possible change of policies, or academic and administrative procedures within the GSBPP, NPS or the US Government. The study considered only GSBPP international students who were enrolled between January 2006 and June 2006.

The size and characteristics of the sample, the IMS population at the GSBPP, along with the time required for the complete implementation of all the initiatives of this

study, make generalization difficult beyond GSBPP. However, the author is optimistic about the analysis between perceived concerns of international students and the long-term benefits to all IMS.

Under these limitations, this study was designed and carried out with the specific purpose of implementing feasible initiatives aimed at fostering the best possible learning experience of IMS and improving the quality of their life. The findings and implications that emerged from this research will contribute in some small manner to this effort.

As to future research, it is suggested that:

- Feasibility and implementation studies should be conducted, covering the problems of administration and academics that GSBPP international students experience from the time they are notified of their assignment to NPS, and while at NPS.
- In-depth and long-term research should spread to students at the whole NPS, including qualitative and quantitative approaches to understanding their experiences and tendencies as well as to identifying ways to enhance their learning experience at NPS.
- A study should be pursued of perceptions of the United States' students toward IMS and their role in cross-cultural adjustment.
- Programs designed to enhance the relationships between local and international students should be implemented and evaluated.

While these recommendations are specifically proposed to identify and address the further, more unique “needs” of international students, the ultimate goal of this study is to maximize the GSBPP experience for them with respect to the additional challenges they may face while attending NPS. It is in the interests of both IMS and the host institution NPS to ensure that these students achieve success in their studies. This study was derived with that concept in mind.

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## APPENDIX A. GLOSSARY

- ***Administration*** – The act or process of administering, especially the management of a government or large institution. The activity of a government or state in the exercise of its powers and duties. Often Administration is the executive branch of a government. The group of people who manage or direct an institution, especially a school or college.
- ***Academic*** – Of, relating to, or characteristic of a school, especially one of higher learning; or belonging to a scholarly organization.
- ***Academic support*** – Including those activities carried out in direct support of one or more of the three primary scopes (Instruction, Research, Public Service). The activities include (1) activities related to the preservation, maintenance and display of both the stock of knowledge and educational materials (for example, library services); (2) activities that directly contribute to the way in which instruction is delivered or research is conducted (such as educational media services, computing support, ancillary support); and (3) activities directly related to the administration of academic programs.
- ***English Proficiency*** – Means that students can make it in all English classes without English-language support.
- ***Faculty*** – The body of person to whom is in trusted the government and instruction of a college or university, or of one of its departments; the president, professors, and tutors in a college.
- ***FMS*** – Foreign Military Sales case for training. It would include an FMS system sales case that has one or more training lines on the case.
- ***IMET*** – International Military Education and Training is a low cost, key funding component of the United States security assistance that provides training on a grant basis to students from allied and friendly nations.

- ***IT 1500*** – Informational Program Seminar for International Officers. This course provides international students with an awareness and functional understanding of internationally recognized human rights and the American democratic way of life. Areas of emphasis introduced during the seminar include civil-military relations, human rights, relationships in a democratic society, and a comparative look at the U.S. free-enterprise system.
- ***IT 1600*** – Communication Skills for International Officers. This course provides the opportunity to enhance English speaking and listening skills by taking part in organized oral exercises, group discussions, and instructional briefings on a variety of subjects. The course addresses pronunciation by incorporating language software programs to improve speaking. Building reading and writing skills is part of the course, but not the main focus.
- ***Quality of life*** –The degree to which a person enjoys the important possibilities of his/her life. Possibilities result from the opportunities and limitations each person has in his/her life and reflect the interaction of personal and environmental factors.



## **APPENDIX B. INTERVIEW QUESTIONS FOR GSBPP IMS**

1. Are you interesting in establishing a new International Students Association for Business School?
  - a. If yes, what could be the benefits of that?
  - b. If not why?
2. What do you think we could change in the Business School and in general in NPS in terms of Academic support? The following are suggestions made by prior International Students as their MBA project. Do you agree or not and why?
  - a. Need for more PCs in the library or the Business School Labs?
  - b. Library should have better access to home countries search databases and news?
  - c. What about vendors in foreign languages for academic issues?
  - d. Need to have more materials in different countries' languages in the newsroom in the library, & bring in more international journals not just US based journals.
  - e. Library should prepare a manual-guide for using all of its resources or to make the students quicker understand procedures by giving them exercises during their lectures in the Library.
  - f. Study rooms 24 hrs a day in the Library or Ingersoll?
  - g. Do you know where you can locate news on the web about International Students?
  - h. Do you know how you can find your country-language and change it?
  - i. What else do you suggest that is feasible, in order to improve the academic support issues in Business School and Library?
3. Suggestions made by prior International Students in terms of the quality of life are as following:
  - a. Parking problem is ranked as the first one? If you agree how can we improve the situation?

- b. Food (1.7%) Are you informed about restaurants and supermarkets offering international cuisine in Monterey or in particular from your country?
- c. A March and September breaks should be a week each instead of the current weekend? If yes how can we implement this?
- d. Too much workload of Lecturers to students? If you agree, do you have any suggestions for improvement?
- e. Do you agree with the following suggestion: “Admission should be restricted to students coming from a Business undergraduate background”?
- f. What else do you suggest in order to improve the quality of life of International Students of Business School or in general?
- g. Do you agree with the issuance of equivalent US military rank insignia for International Military Students and the display on our uniform collars for recognition and salute purposes by the other students?

## **APPENDIX C. INTERVIEW QUESTIONS FOR IPO REPRESENTATIVE**

1. Parking problem was ranked as the first one by IMO in their MBA Project completed in 2005 in terms of the quality of their life? They suggested that the issue of Parking at NPS be critically analyzed because of the negative effects it has on IMS learning experiences. If you agree how can we improve the situation?

2. One of the findings of the same MBA Project was that, an issue that requires attention regarding the learning environment in NPS is the non-saluting of senior-ranking IMS by junior officers on uniform days. The suggestion was:

*IMS should be issued with equivalent US military rank insignia for display on their uniform collars, and they should be fully briefed on US rank insignia of the US military.*

Can we implement this suggestion?

3. One more thing IMS would like to see improved in Monterey or at NPS related to the living environment was “Health Care” Different countries have different health care systems. However, doctors are very expensive for IMS whose health insurance did not cover care in the United States.

What do you comment on this issue?

4. Spouse part-time job was another issue related to the living environment, on which IMS in their study in 2005 expressed a negative attitude and would like to see improved in Monterey or at NPS.

What is the latest guidance regarding spousal employment of IMS?

5. Throughout the year, the IPO organizes a number of trips to places of interest within California and is paid by the IPO. The majority of such field trips do not include families. According to a current study there is a suggestion of current IMS for more trips with International families participating, because it gives the opportunity for more

connection and relationships with other International families. Can you fund and organize more trips and activities with IMS to include their families?

6. According to your records what's the number of International students currently enrolled in NPS and how many countries do they represent?

Additionally, what is the percentage of International students in conjunction with the total number of students on board?

## **APPENDIX D. INTERVIEW QUESTIONS FOR LIBRARY REPRESENTATIVE**

Although the library was rated as being excellent in providing its services to those who responded, some suggestions were also made by International students in 2005 research for improvements in certain areas. They were:

- More computer facilities
- More access to home-country resources for both news and research
- Need to have materials in different countries' languages
- Need for a Guide-handbook and a Central page in the Computer for info.

1. What progress has been made since the last study toward providing better service to IMS (e.g. in terms of printers, new resources, more PCs etc)?

2. More specifically, the suggestion relating to computer facilities included the need for 20% more computer terminals. Is it feasible to implement?

3. Suggestions relating to online services included better access to home countries search databases and news. Can you create a website that contains links for International students to resources such as the major military entities in their country, the major newspapers, a few of the best research libraries or a couple of universities?

4. Suggestions relating to international news and journals included international newspapers in the newsroom in the library as well as library bringing more international journals not just US based journals. What can be done toward this direction?

5. Suggestions relating to use of Library included a Guide-handbook like a checklist designed for students for using all resources and all existing brochures incorporated in one handbook. Can you develop a handbook in order to provide materials for students to

educate themselves about how to be better researchers and use these materials and resources?

6. Can you develop a central page of where International students could look for a number of publications of every country are available, and lounge this to students in order to know what sources are provided for their countries?

7. Can you provide study rooms 24 hrs a day in the Library or an extended schedule (like during exam periods) for providing longer access to study rooms/spaces?

## **APPENDIX E. INTERVIEW QUESTIONS FOR PARKING COMMITTEE REPRESENTATIVES**

Parking problem was ranked as the first one by IMO in their MBA Project completed in 2005 in terms of the quality of their life?. They suggested that the issue of Parking at NPS be critically analyzed because of the negative effects it has on IMS learning experiences.

1. What progress has been made since the last year on the parking issue?
2. What is the future plan of Parking Committee toward the improvement of parking problem?

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## APPENDIX F. SALARY TABLES 2006

### Salary Table 2006 - SF

INCORPORATING THE 2.10% GENERAL SCHEDULE INCREASE AND A LOCALITY PAYMENT  
OF 28.68%

FOR THE LOCALITY PAY AREA OF SAN JOSE-SAN FRANCISCO-OAKLAND, CA

(See <http://www.opm.gov/oca/06tables/locdef.asp> for definitions of locality pay areas.)

(TOTAL INCREASE: 3.95%)

EFFECTIVE JANUARY 2006

Annual Rates by Grade and Step

| Grade | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 |
|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 1     | 21042  | 21744  | 22444  | 23141  | 23841  | 24252  | 24942  | 25639  | 25668  | 26315   |
| 2     | 23658  | 24220  | 25004  | 25668  | 25953  | 26717  | 27480  | 28243  | 29006  | 29769   |
| 3     | 25813  | 26674  | 27535  | 28396  | 29257  | 30118  | 30978  | 31839  | 32700  | 33561   |
| 4     | 28977  | 29944  | 30910  | 31877  | 32843  | 33809  | 34776  | 35742  | 36709  | 37675   |
| 5     | 32421  | 33502  | 34583  | 35664  | 36745  | 37825  | 38906  | 39987  | 41068  | 42149   |
| 6     | 36140  | 37344  | 38549  | 39753  | 40958  | 42162  | 43366  | 44571  | 45775  | 46980   |
| 7     | 40160  | 41498  | 42836  | 44175  | 45513  | 46851  | 48189  | 49528  | 50866  | 52204   |
| 8     | 44476  | 45958  | 47440  | 48923  | 50405  | 51888  | 53370  | 54852  | 56335  | 57817   |
| 9     | 49124  | 50762  | 52400  | 54038  | 55676  | 57314  | 58952  | 60590  | 62228  | 63866   |
| 10    | 54097  | 55900  | 57703  | 59505  | 61308  | 63111  | 64914  | 66717  | 68520  | 70322   |
| 11    | 59436  | 61418  | 63399  | 65381  | 67363  | 69344  | 71326  | 73308  | 75289  | 77271   |
| 12    | 71237  | 73611  | 75986  | 78360  | 80734  | 83108  | 85482  | 87856  | 90230  | 92605   |
| 13    | 84713  | 87536  | 90359  | 93182  | 96006  | 98829  | 101652 | 104475 | 107299 | 110122  |
| 14    | 100104 | 103441 | 106777 | 110114 | 113451 | 116787 | 120124 | 123461 | 126797 | 130134  |
| 15    | 117751 | 121676 | 125601 | 129525 | 133450 | 137375 | 141300 | 143000 | 143000 | 143000  |

- Rate limited to the rate for level IV of the Executive Schedule (5 U.S.C. 5304 (g)(1)).

**Salary Table 2006 - NY**  
 INCORPORATING THE 2.10% GENERAL SCHEDULE INCREASE AND A LOCALITY PAYMENT  
 OF 22.97%  
 FOR THE LOCALITY PAY AREA OF NEW YORK-NEWARK-BRIDGEPORT, NY-NJ-CT-PA  
 (See <http://www.opm.gov/oca/06tables/locdef.asp> for definitions of locality pay areas.)  
 (TOTAL INCREASE: 3.77%)  
 EFFECTIVE JANUARY 2006  
 Annual Rates by Grade and Step

| Grade | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 |
|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 1     | 20108  | 20779  | 21448  | 22114  | 22783  | 23176  | 23835  | 24502  | 24529  | 25147   |
| 2     | 22608  | 23145  | 23894  | 24529  | 24802  | 25531  | 26260  | 26989  | 27719  | 28448   |
| 3     | 24668  | 25490  | 26313  | 27136  | 27958  | 28781  | 29604  | 30426  | 31249  | 32072   |
| 4     | 27692  | 28615  | 29539  | 30462  | 31386  | 32309  | 33233  | 34156  | 35080  | 36003   |
| 5     | 30982  | 32015  | 33048  | 34081  | 35114  | 36147  | 37180  | 38213  | 39246  | 40279   |
| 6     | 34536  | 35687  | 36838  | 37989  | 39140  | 40291  | 41442  | 42593  | 43744  | 44895   |
| 7     | 38378  | 39657  | 40935  | 42214  | 43493  | 44772  | 46051  | 47330  | 48609  | 49888   |
| 8     | 42502  | 43919  | 45335  | 46752  | 48169  | 49585  | 51002  | 52418  | 53835  | 55252   |
| 9     | 46944  | 48509  | 50075  | 51640  | 53205  | 54771  | 56336  | 57902  | 59467  | 61032   |
| 10    | 51697  | 53419  | 55142  | 56865  | 58588  | 60311  | 62033  | 63756  | 65479  | 67202   |
| 11    | 56799  | 58692  | 60586  | 62480  | 64374  | 66267  | 68161  | 70055  | 71949  | 73842   |
| 12    | 68076  | 70345  | 72614  | 74883  | 77151  | 79420  | 81689  | 83958  | 86227  | 88495   |
| 13    | 80954  | 83652  | 86350  | 89047  | 91745  | 94443  | 97141  | 99839  | 102537 | 105235  |
| 14    | 95662  | 98851  | 102039 | 105228 | 108417 | 111605 | 114794 | 117982 | 121171 | 124360  |
| 15    | 112526 | 116277 | 120027 | 123778 | 127528 | 131279 | 135030 | 138780 | 142531 | 143000  |

\* Rate limited to the rate for level IV of the Executive Schedule (5 U.S.C. 5304 (g)(1)).

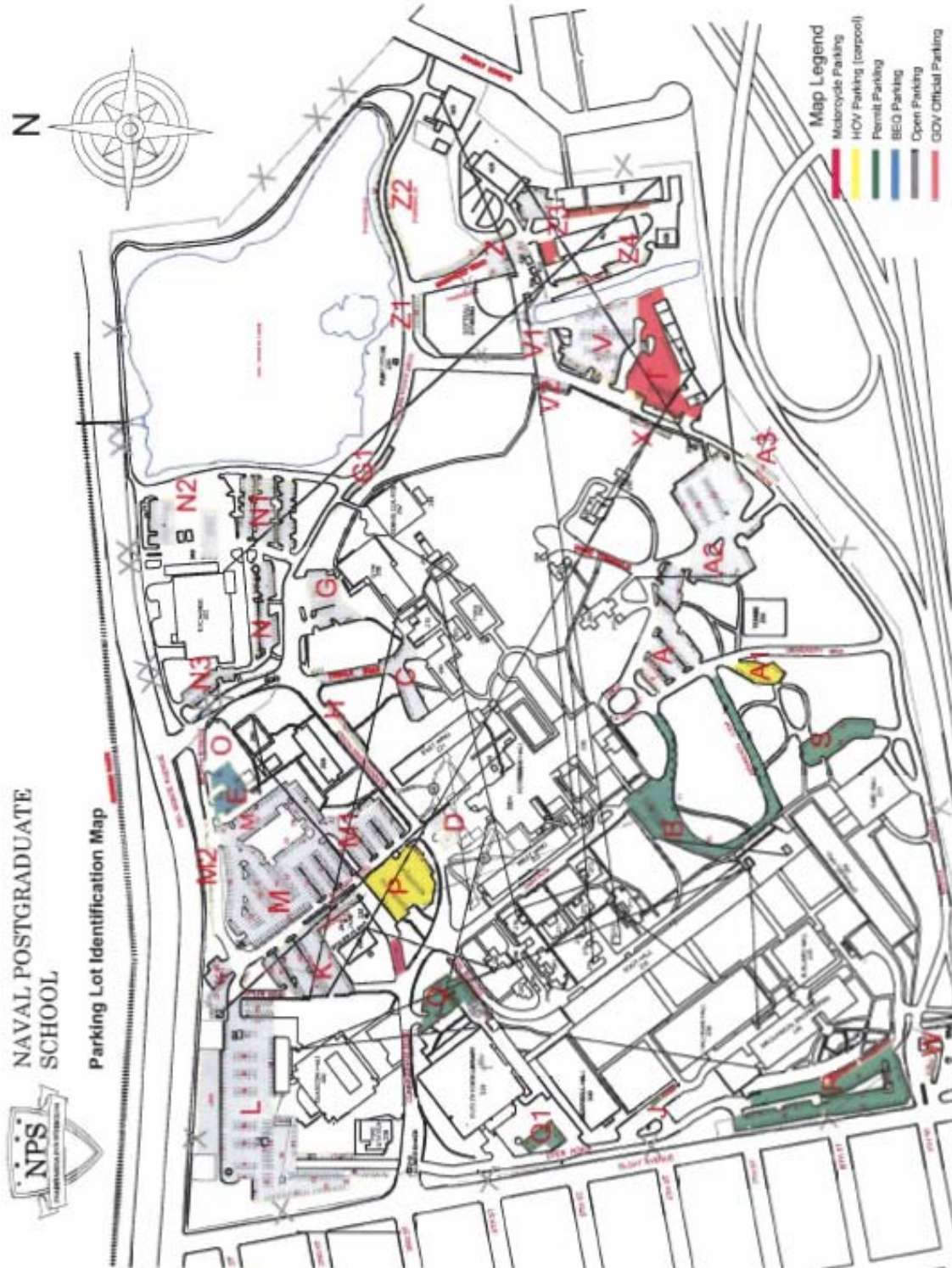
**Salary Table 2006 - HOU**  
 INCORPORATING THE 2.10% GENERAL SCHEDULE INCREASE AND A LOCALITY PAYMENT  
 OF 26.37%  
 FOR THE LOCALITY PAY AREA OF HOUSTON-BAYTOWN-HUNTSVILLE, TX  
 (See <http://www.opm.gov/oca/06tables/locdef.asp> for definitions of locality pay areas.)  
 (TOTAL INCREASE: 3.41%)  
 EFFECTIVE JANUARY 2006  
 Annual Rates by Grade and Step

| Grade | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 |
|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 1     | 20664  | 21354  | 22041  | 22725  | 23413  | 23817  | 24494  | 25179  | 25207  | 25843   |
| 2     | 23233  | 23785  | 24555  | 25207  | 25488  | 26237  | 26986  | 27736  | 28485  | 29234   |
| 3     | 25350  | 26195  | 27041  | 27886  | 28731  | 29577  | 30422  | 31268  | 32113  | 32959   |
| 4     | 28457  | 29406  | 30355  | 31304  | 32253  | 33202  | 34151  | 35101  | 36050  | 36999   |
| 5     | 31839  | 32900  | 33962  | 35023  | 36085  | 37146  | 38208  | 39269  | 40331  | 41392   |
| 6     | 35491  | 36674  | 37857  | 39039  | 40222  | 41405  | 42588  | 43771  | 44954  | 46136   |
| 7     | 39439  | 40753  | 42067  | 43382  | 44696  | 46010  | 47324  | 48639  | 49953  | 51267   |
| 8     | 43677  | 45133  | 46589  | 48045  | 49500  | 50956  | 52412  | 53868  | 55324  | 56779   |
| 9     | 48242  | 49850  | 51459  | 53068  | 54677  | 56285  | 57894  | 59503  | 61111  | 62720   |
| 10    | 53126  | 54896  | 56667  | 58437  | 60208  | 61978  | 63749  | 65519  | 67289  | 69060   |
| 11    | 58369  | 60315  | 62261  | 64207  | 66153  | 68100  | 70046  | 71992  | 73938  | 75884   |
| 12    | 69958  | 72290  | 74621  | 76953  | 79285  | 81616  | 83948  | 86279  | 88611  | 90942   |
| 13    | 83192  | 85964  | 88737  | 91510  | 94282  | 97055  | 99827  | 102600 | 105372 | 108145  |
| 14    | 98307  | 101584 | 104861 | 108137 | 111414 | 114691 | 117968 | 121244 | 124521 | 127798  |
| 15    | 115637 | 119492 | 123346 | 127200 | 131055 | 134909 | 138763 | 142617 | 143000 | 143000  |

\* Rate limited to the rate for level IV of the Executive Schedule (5 U.S.C. 5304 (g)(1)).

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## APPENDIX G. NPS PARKING LOT IDENTIFICATION MAP



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